

Resources in Education (RIE). Volume 37, Number 2.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 82

NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.

LANGUAGE- English

EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131); Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (KN)

Workforce and Economic Vitality Issue Paper. Aging Initiative: Project 2030.

PUB DATE- 99

NOTE- 1lp.; For other Project 2030 documents, see: ED 445 271 and ED 449 332.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Aging (Individuals); *Baby Boomers; Demand Occupations; Demography; Economic Development; Economic Factors; *Economic Impact; Employment Practices; Employment Projections; *Futures (of Society); Government Role; Labor Needs; *Older Adults; Policy Formation; *Public Policy; Retirement; School Business Relationship; School Community Relationship; Social Influences; *Statewide Planning; Taxes; Work Attitudes

IDENTIFIERS- Globalization; *Minnesota

A public policy study in Minnesota, conducted as part of Project 2030, looked at the impacts of the aging of the baby boom generation on the work force and the economic vitality of the state by the year 2030. The study found the following general trends affecting the work force and economic vitality and noted the relation of each to the aging population: (1) a global economy (employers who serve the elderly in rural Minnesota will have difficulty holding workers because of the shift to a global economy); (2) changing composition of industrial sectors

PUB DATE- 01

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adoption (Ideas); Change Agents; *Change Strategies; Comparative Education; Curriculum Development; *Delivery Systems; Educational Administration; *Educational Change; Educational Equipment; Educational Improvement; Educational Needs; Educational Policy; Educational Technology; Foreign Countries; Information Dissemination; Innovation; Job Training; Lifelong Learning; Management Development; Needs Assessment; Organizational Development; Partnerships in Education; Pilot Projects; Policy Formation; Postsecondary Education; Program Development; *Program Effectiveness; Program Implementation; Secondary Education; Strategic Planning; Teacher Education; Technical Assistance; *Vocational Education

IDENTIFIERS- *Europe (East Central); European Union

The effectiveness of Phase vocational education and training (VET) reform programs conducted in 13 Eastern and Central European countries in 1993-1998 and lessons learned from the programs were examined through a review of information from the following sources: a cross-country analysis on curricular reform; a review of technical evaluation reports on 10 of the 13 countries; and ad hoc interviews with key participants in the programs. The reform efforts were found to have been especially successful in those countries where the national, regional, and local levels had worked jointly to achieve common targets in a complementary top-down and bottom-up approach. The following were among the key lessons learned: (1) countries need time and resources to reflect upon different VET methodologies and adapt them to their own local contexts; (2) local actors should be empowered to develop solutions that work in their specific country contexts and cultures; (3) VET reform should be a combined learning and strategic development process; and (4) VET policies should be embedded within a lifelong learning context. (Ten appendixes detail the main outcomes and findings from Phase VET reform efforts in the following countries: Estonia; Latvia; Lithuania; Poland; the Czech Republic; the Slovak Republic; Romania; Bulgaria; Slovenia; and Albania.) (MN)

ED 456 227

CE 082 177

The Linkage System C : Linking Academic Content Standards and Occupational Skill Standards. A Process To Enhance Workforce Quality and Improve Academic Performance. Version 1.2. Revised and Taxonomy of Academic Performance Indicators: An Update of the V-TECS/Snyder Basic/Essential Skills Taxonomy.

PUB DATE- 00

NOTE- 54p.; "The Linkage System" was authored by Charles Losh and the "Taxonomy" by Lester M. Snyder, Jr. Earlier version titled "Basic/Essential Skills Taxonomy."

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- Academic Education; *Academic Standards; *Classification; Competence; Coordination; Definitions; *Education Work Relationship; Educational Planning; Educational Research; *Employment Qualifications; Guidelines; Information Utilization; Instructional Development; Job Analysis; *Job

Recommendations are a trade-off between economic performance and concerns of equity and social cohesion; including social partner organizations and professionals; continuous, permanent effort to renew occupational profiles and standards; transparent structure of occupational and training standards and levels; strengthened university research capacity; sectoral, regional, national, or European scenarios and strategies; and European network of institutes and bodies responsible for the technical/professional promotion of vocational education and training and development of new occupational and training standards. (French and German versions are provided. Two appendixes are conclusions from individual country reports and an extract on European trends in the evolution of occupations and qualifications.) (YLB)

ED 456 242

CE 082 214

Greenberg, Mark; Strawn, Julie; Plimpton, Lisa
State Opportunities To Provide Access to Postsecondary Education under TANF. Revised.

SPONS. AGENCY- Joyce Foundation, Chicago, IL.; Ford Foundation, New York, NY.; Mott (C.S.) Foundation, Flint, MI.

PUB DATE- 00

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; *Compliance (Legal); Economically Disadvantaged; *Employment Programs; Federal Legislation; Federal Regulation; Low Income Groups; Parents; *Postsecondary Education; *State Federal Aid; State Legislation; State Programs; *Welfare Recipients

IDENTIFIERS- Temporary Assistance for Needy Families; Time Limited Welfare; *Welfare to Work Programs

States can use Temporary Assistance to Needy Families (TANF) and state maintenance of effort (MOE) funds to foster access to postsecondary education (PE) for low income parents. Access matters because success of welfare reform depends on helping welfare recipients work steadily and find better jobs; neither of the two most commonly tried welfare-to-work (HTW) strategies have typically achieved this. Research on HTW programs shows programs that helped welfare recipients find better jobs typically included a job training or PE component. A state can use TANF and MOE funds to support access to PE in these ways: the TANF 24-month work requirement need not force a state to restrict access to PE; participation in PE only counts to a limited extent toward TANF participation rates, but states can adopt a range of strategies to allow access to PE without jeopardizing a state's ability to meet required rates; a state can structure its policies so that months in which a parent participates in PE do not count against time limits; a state can use TANF funds to support PE outside the welfare system and MOE funds to support PE outside the TANF; and a state can design programs to support participation in PE after a family enters employment. A growing number of states are moving to expand access to PE within their TANF and MOE programs. (A paper, How Much Has Participation in PE and Training Fallen Under TANF? is appended.) (YLB)

ED 456 243

CE 082 218

Aiken, Rebecca; Lutrick, Angie; Kirk, James J.; Nickerson, Lisa; Wilder, Ginny

IDENTIFIERS- *Australia; Australian Studies in Student Performance

The factors influencing the educational-vocational pathways of Australian school-leavers were examined through a study of a representative national sample of Australian school-leavers. The study sample consisted of 2,709 pupils from the 1970 Youth in Transition cohort, who were first tested as part of the Australian Studies of School Performance in 1980 and contacted again in 1985 (when the mean age of the sample was 15.5 years). In 1991, 1,258 of the cohort responded to a follow-up survey. The educational achievements of the group were reflected in their occupational status in 1991. The percentages of respondents working in occupations by level of formal qualification required were as follows: degree, 11%; diploma, 19%; certificate/trade, 26%; and no formal educational qualification, 44%. Significant differences were found between the educational status of the 4 groups even in terms of their literacy and numeracy at age 10. The proportion of females working in occupations requiring a degree was double that of males. Fewer females worked in occupations requiring trade or certificate requirements. Rural location did not have a statistically significant impact on educational level of the occupation attained in 1991. Mixed patterns of results were found for socioeconomic status and ethnicity. (Contains 12 references.) (MH)

ED 456 258

CE 082 238

Ball, Katrina; Lamb, Stephen

School Non-Completers: Outcomes in Vocational Education and Training.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Apprenticeships; Course Selection (Students); Dropout Research; *Dropouts; *Education Work Relationship; *Educational Attainment; Educational Needs; Educational Opportunities; *Employment Patterns; Enrollment Trends; Ethnic Groups; Foreign Countries; Income; Indigenous Populations; Job Training; Longitudinal Studies; National Surveys; *Outcomes of Education; Participation; Postsecondary Education; Rural Areas; Secondary Education; Sex Differences; Socioeconomic Status; Student Recruitment; Teacher Student Relationship; Trend Analysis; Unemployment; Urban Areas; *Vocational Education

IDENTIFIERS- *Australia; TAFE (Australia)

The vocational education and training (VET) outcomes of Australian school-leavers were examined. School non-completers identified in the 1995 national cohort of the Longitudinal Surveys of Australian Youth (LSAY) were tracked annually from 1995, and their school experiences, educational attainment, and postschool participation in education, training, and work were recorded. Information was collected from LSAY respondents regarding their participation in VET and supplemented with data from the national VET provider data collection managed by the National Centre for Vocational Education Research. The study focused on the VET activities and achievement of school noncompleters in the initial years beyond high school (roughly to age 19). Special attention was paid to the effects of the

Evans, Elizabeth A.

Interpreting Educational Research Using Statistical Software.

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Oriented Programs; *Computer Software; Computer Uses in Education; Cost Effectiveness; *Data Interpretation; Developed Nations; *Educational Research; Foreign Countries; Literacy Education; Postsecondary Education; *Research Methodology; *Statistical Analysis; Tutoring; Vocational Education

IDENTIFIERS- Statistical Package for the Social Sciences

A live demonstration of how a typical set of educational data can be examined using quantitative statistical software was conducted. The topic of tutorial support was chosen. Setting up a hypothetical research scenario, the researcher created 300 cases from random data generation adjusted to correct obvious error. Each case represented a student who was required to take a literacy test; depending test results, the student was recommended to access a quantity of tutorial support hours. Use of tutorial hours was recorded. At the end of the semester, each took a communications test. Eleven variables were identified. The quantitative statistical analysis software used was SPSS (Statistical Package for the Social Sciences) Version 10. To get a sense of the literacy test marks and factors that impacted on marks achieved, the researcher ran "Explore" to get a table to show the shape of the distribution of marks by faculty and got a histogram and boxplot. An independent samples t-test was run to obtain a probability statement about the difference in means between genders. A one-way ANOVA (analysis of variance) showed the significance of means among faculties. SPSS calculated the Pearson Correlation on variables to produce tables that quantify the strength of the relationship between variables. The SPSS-prepared Matrix Scatterplot was used in regression analysis to predict a variable from one or more predictor variables. (YLB)

Gilbertson, Bruce

Opening Pandora's Box. Keynote.

PUB DATE- 01

NOTE- 7p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Creative Thinking; *Creativity; Developed Nations; *Educational Change; Foreign Countries; Instructional Improvement; Personal Narratives; Research Needs; Self Expression; Student Characteristics; Teacher Attitudes;

Higher vocational education (2-3 years) mainly enrolls students from regular high schools and secondary vocational schools, with courses aimed at the training of practice-oriented and craft-oriented talents. Problems faced by the school-based VE system in China include the following: (1) enterprises don't want to cooperate with the VE system; (2) the quality of VE cannot meet the demands of the labor market; and (3) articulation of the VE system is not well established. Further research is needed to improve the development of VE in China. (KC)

ED 456 291

CE 082 271

Martino, John; Holden, Sue; Demediuk, Tess
Increasing Opportunities for Apprenticeships and Traineeships in Melbourne's Western Region.

PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Apprenticeships; Career Choice; Career Development; Career Education; *Cooperative Education; Developed Nations; *Education Work Relationship; *Educational Attitudes; Enrollment; Focus Groups; Foreign Countries; High Schools; Job Skills; Job Training; Occupational Information; Parent Attitudes; Program Improvement; Student Attitudes; *Student Recruitment; Teacher Attitudes; Vocational Education; *Work Experience Programs

IDENTIFIERS- *Australia (Melbourne)

A research study was conducted to identify barriers to enrollment in and expansion of apprenticeships and traineeships in the western region of Melbourne, Australia. Data were collected through conducting six focus groups (a total of 180 tenth- and twelfth-grade students) from six schools in three Local Government Areas; surveying 400 local businesses; and interviewing key stakeholders such as group training companies, industry training boards, employers, and school career education teachers. The barriers identified included career counseling; the importance of vocational and technical education (VET) in schools; community and media perceptions quality and source of information; and organizational issues. The research resulted in recommendations--for schools, employers, and government--to provide a way for all parties to improve the quality of apprenticeship and traineeship opportunities and outcomes. Among the recommendations were these: (1) a pathways planning model should be developed; (2) a more effective media and information campaign that targets employers, including nontraditional sites for apprentices, should be developed; (3) the state government should implement the findings of the Kirby Report on postcompulsory education in Victoria. (KC)

ED 456 292

CE 082 272

McBeath, Clare; Nicholson, Lindsay
Evaluating Teacher Training for Industry Trainers.

PUB DATE- 01

NOTE- 7p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training

simulated work environment. The options available to Australia's technical and further education (TAFE) institutes in delivering institutionalized training to meet this requirement were explored. The following four options were explored: (1) do nothing different except perhaps to change the titles of assessment instruments from "assignment" to "case study"; (2) require an industry placement component for each award from Certificate II onward; (3) only take traineeships; and (4) require a practice firm component for all assessments. A combination of all four methods was deemed the best and most feasible way of meeting the requirements of the training package and students. A model for work-based assessment was then developed. According to the model, each subject would be assessed by a combination of formative assessment throughout the subject and a summative assessment that are based on a common theme related to a particular fictitious enterprise across all subjects. The model integrates the typical classroom-based delivery, structured support classes, and a final year project, and it contains elements of all four delivery options. Possible implementation issues, including being unable to find suitable industry placements for students, were considered. (MN)

ED 456 309

CE 082 289

Sanderson, Kay; Pearce, Ron
Performance Level Assessment: Developing Quality and Consistency through Research Partnerships.

PUB DATE- 01

NOTE- 9p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Competence; Competency Based Education; Cooperative Planning; *Criterion Referenced Tests; Definitions; Educational Cooperation; Educational Quality; Educational Research; Evaluation Criteria; Evaluation Methods; Foreign Countries; Hospitality Occupations; *Partnerships in Education; *Performance Based Assessment; Postsecondary Education; *Research and Development; Student Certification; *Student Evaluation; Systems Approach; Teamwork; *Vocational Education

IDENTIFIERS- Australia (Queensland); *Hospitality Education; Performance Levels; *TAFE (Australia)

Performance level assessment (PLA) is a type of supplementary evidence system for competency-based assessment that is being pilot tested at five technical and further education (TAFE) institutes throughout Queensland, Australia. The PLA system uses the following three levels of performance: competency achieved; competency achieved with credit; and competency achieved with distinction. To earn ratings of competency achieved with credit and competency achieved with credit, students must meet six and seven specific criteria, respectively. During the pilot project, North Point Institute of TAFE (NPIT) and Cooloola Sunshine Institute of TAFE (CSIT) formed a research partnership to collectively improve their approach to implementation of PLA. Hospitality teachers in each institute met and developed objective criteria against a series of performance criteria. Additional meetings were held to translate the criteria to other assessment areas, design a template stating the agreed criteria, and discuss the following

Programs; Developed Nations; Educational Development; Experiential Learning; Foreign Countries; Job Placement; Models; *Partnerships in Education; *School Business Relationship; Secondary Education; *Small Businesses; *Student Employment; Work Experience Programs
IDENTIFIERS- Australia (New South Wales); Australia (South Australia); *Work Based Learning

Research in small enterprises (SEs) and schools in South Australia (SA) and New South Wales (NSW) ascertained differences and similarities in approach to structured workplace learning (SWL). Data were analyzed to identify critical exemplars of good practice in SWL in SEs. In each state, 4 high school SWL programs with SEs were selected; 41 students were interviewed in small groups; 16 staff were interviewed; and 26 SE personnel were interviewed across 8 industry sectors. Key themes from SE employers were understanding of SWL and training system reforms; characteristics required of students; learning; length of SWL placements; benefits for SEs and students; continuing with SWL programs; and greater involvement in SWL. Key themes from schools were strong interest in vocational education and training (VET); impact of the introduction of VET; SWL versus work experience; priority given to SWL; positive learning experiences; student-learned lessons; what employers are looking for; schools' contributions to SWL; impact of log books; negative learning experience; and barriers. A theoretical framework was developed that provided a model moving SWL away from its narrow perspective into a whole of community and adult enterprise learning framework. Application of the action research process to a learning partnerships model resulted in this cycle: diagnosing, action planning, workplace action, evaluating, and specifying learning. (Contains 58 references.) (YLB)

ED 456 326

CE 082 307

Uren, Judith

Improving Completion Rates for TAFE Students.

PUB DATE- 01

NOTE- 19p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Persistence; Developed Nations; Educational Research; Foreign Countries; Full Time Students; High Risk Students; Job Training; Multivariate Analysis; Part Time Students; Postsecondary Education; Qualitative Research; School Holding Power; *Services; Student Attitudes; *Student Attrition; *Student Motivation; Student School Relationship; Technical Education; *Vocational Education; *Withdrawal (Education)

IDENTIFIERS- Australia (Western Australia); TAFE (Australia)

A study examined individual student, institutional, and environmental factors influencing student non-completions and determined strategies that Western Australia's Central TAFE (technical and further education) might introduce to improve student retention. After completing a multivariate analysis of module completion rates, further data for a qualitative analysis were gathered using eight focus groups, 15 individual telephone interviews, and a self-completion survey. Focus group

DESCRIPTORS- *College Students; Comparative Analysis; Drinking; Education; Educational Environment; Higher Education; Policy; Sexual Abuse; Sexuality; Student Behavior

A comparative study was conducted on the relationship between the frequency of sexual assault incidents and the relative accessibility of alcohol on two small liberal arts colleges and one larger public university. The alcohol policy varied among the colleges in that one was an alcohol free campus and another permitted drinking for students who were at least 21 years old. Three hypotheses were proposed: (1) campuses with liberal alcohol policies were expected to have a higher rate of sexual assault than campuses with conservative alcohol policies; (2) drinkers were expected to have experienced more sexual assault incidents; and (3) freshman were expected to report a higher incidence of unwanted intercourse. Counter to expectation, the results indicated that the small liberal arts college with a conservative alcohol policy had the highest rate of alcohol use, followed closely by the small liberal arts college with a liberal alcohol policy. The medium-size public university with a conservative alcohol policy was found to have the lowest rate of alcohol use. No significant differences in reports of sexual incidents were found among the campuses. Drinkers experienced more sexual incidents than nondrinkers. Contrary to the data analysis, juniors and seniors reported higher rates of experiencing unwanted intercourse than freshman and sophomores. (Contains 47 references.) (JDM)

ED 456 344

CG 031 102

Holmes, Gary E.; Stalling, Janice E.
Psychocultural Aspects of Conflict and Resolution: A Primer for Professional Counselors.

PUB DATE- 01

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adults; Behavior Modification; Behavior Standards; *Cognitive Restructuring; *Conflict Resolution; *Counseling; Interpersonal Competence; Social Behavior

The fact that interpersonal conflict and subsequent resolution are primarily social behaviors between groups of people often becomes obscured by cultural norms. Professional counselors routinely encounter conflict in their work with clients. This paper provides an introductory discussion on the psychocultural aspects of conflict to assist counselors in understanding the social dimensions. Struggling with some form of social conflict is common among counseling clients of all ages. Counselors may find therapeutic value in helping clients explore the cultural and social foundation of conflict. By examining the forces of culture and society that lead to predictable conflict behavior, clients may develop alternative responses for themselves and others. (Contains 34 references.) (JDM)

ED 456 345

CG 031 103

Holmes, Gary E.; Stalling, Janice E.
Alternatives to the DSM-IV-TR for Multicultural Counseling: Some Preliminary Concerns.

PUB DATE- 01

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

Silverman, Morton M., Ed.
National Strategy for Suicide Prevention: Goals and Objectives
for Action.

PUB DATE- 81

NOTE- 232p.; Assistance in preparing this publication was also provided by the Centers for Disease Control and Prevention, National Center for Injury Prevention and Control; The National Institutes of Health, National Institute of Mental Health; and the Public Health Service Regional Health Administrators. A separately published 17-page summary is appended.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Strategies; Community Action; Cooperation; Health Promotion; *National Programs; Prevention; Program Development; *Public Health; Social Structure; *Suicide

IDENTIFIERS- *Suicide Prevention

This guide is designed to be a catalyst for social change, and to transform attitudes, policies, and services concerned with suicide prevention to reflect current knowledge. It involves a comprehensive and integrated approach to reducing the loss and suffering from suicide and suicidal behaviors in the United States. Representing the combined work of advocates, clinicians, researchers, and survivors, the strategy lays out a framework for action and guides the development of an array of services and programs for the future. It strives to promote and provide direction to efforts to modify the social infrastructure in ways that will affect attitudes about suicide and that will also change judicial, educational, social service, and health care systems. The public health approach is a rational and organized way to direct prevention efforts and ensure that they are effective. This national strategy represents the first attempt to prevent suicide through a coordinated approach between all levels of the government and the private sector. The Goals and Objectives for Action consist of 11 goals and 68 objectives that serve as the blueprint for action. Appendices include the following: "NASSP Goals and Objectives for Action"; Summary List; Evaluation of Suicide Prevention Programs; Suicide Prevention Efforts in Process of Evaluation; NASSP Federal Steering Group Agency Descriptions; and Glossary. (Contains 197 references.) (JDM)

ED 456 372

CG 031 139

Murals Reflecting Prevention.

PUB DATE- 94

NOTE- 29p.; Accompanying 10-minute videotape not available through ERIC.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adolescents; *Art Expression; Art Therapy; *Children; Critical Thinking; Drinking; *Drug Education; Elementary Secondary Education; *Prevention; Smoking; Theater Arts; Videotape Recordings

IDENTIFIERS- Murals

This document is used in a collaborative project that engages children and adolescents in alcohol, tobacco, and drug prevention activities through the arts. The project offers an

death rates for diseases commonly associated with tobacco use. Chapter 4 analyzes the smoking-related health status of these groups to determine if there is a differential risk for tobacco addiction. Chapter 5 discusses tobacco control and education efforts among members of the four ethnic minority groups. (Contains 43 references.) (JDM)

ED 456 393

CG 031 190

Women and Smoking: A Report of the Surgeon General and Executive Summary.

PUB DATE- 01

NOTE- 714p.; Prepared by DHHS under the general direction of DHHS' Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health. Edited by Virginia L. Ernster, Gayle Lloyd, Leslie A. Norman, Anne McCarthy, and Audrey L. Pinto.

LANGUAGE- English

EDRS Price- MF04/PC29 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Females; Government Publications; Health Promotion; *Prevention; Public Health; *Smoking; *Tobacco

This is the second report of the Surgeon General devoted to women and smoking. First signs of an epidemic of tobacco related diseases among women are no longer being seen, as they were first reported in 1980. Lung cancer is now the leading cause of female cancer deaths, but cancer is just one of the serious risks faced by women who smoke. Female smokers are uniquely at risk for diseases related to pregnancy; oral contraceptives; menstrual functioning; and cervical cancer. Chapter 1 summarizes the report. Chapter 2 discusses the patterns of tobacco use among women and girls. Chapter 3 reviews the effects of tobacco on women's health. Chapter 4 presents the factors that influence tobacco use by women and chapter 5 discusses efforts to reduce tobacco use among women. The report concludes with a vision for the future. (Contains 109 tables, 48 figures, and over 300 references.) (JDM)

ED 456 394

CG 031 198

Walz, Garry R., Ed.; Knowdell, Richard, Ed.
Focus on the Future: Achieving Balance in Career & Life Integration.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 137p.; "A book of papers generated by the year 2000 International Career Development Conference." For individual papers, see CG 031 199-210.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020); Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Counseling; *Career Development; Career Planning; Daughters; Early Retirement; Emotional Response; Family Influence; Females; Higher Education; Internet; Mothers; Radio; Retirement; Self Supporting Students; Technology; Work Environment

IDENTIFIERS- Career Centers

This book contains conference papers from the 2000 International Career Development Conference. The intent is to broaden the

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Curriculum Development; *Educational Objectives;
Elementary Secondary Education; Phonics; *Reading
Comprehension; *Reading Instruction; *Thinking Skills; Whole
Language Approach; *Word Recognition

IDENTIFIERS- *Scope and Sequence

A major problem in the teaching of reading is to determine the scope or breadth of the curriculum--how broad to develop the objectives of instruction becomes paramount in curriculum development. Breadth of the curriculum may then be represented by points on a continuum with a wider scope on one end and narrowing down toward the other end. This paper considers both reading instruction representing a broader scope and reading instruction representing a narrower scope. The paper states that with a widened scope, the teacher can include instructional objectives pertaining to word recognition skills, such as: phonics; syllabication skills; structural analysis; context clues; and configuration clues. It explains that the comprehension component results in a broader scope in the reading curriculum and enhances thinking skills, such as cause and effect thinking; comparisons and contrasts among literary selections read; application of content read, as well as developing main ideas; inferential reading and problem solving; metacognition; understanding imagery in reading; reading for a sequence of ideas; developing interest and enthusiasm for reading across the curriculum; and reading for personal enrichment and growth. The paper states that there are also times when the scope of the reading curriculum will be narrowed, for example, when sustained silent reading (SSR) is in the offing whole language approaches are being used only, without word identification techniques being stressed; personalized reading is a little more structured than SSR, and emphasizes a whole language approach in teaching and learning. The paper also discusses reading across the curriculum for optimal achievement. (NKA)

ED 456 416

CS 014 454

Vogel, Boza Krakar

Reading Literature in Slovenian Vocational Schools.

PUB DATE- 01

NOTE- 11p.; Paper presented at the Biennial European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Curriculum Development; *Developing Nations;
Educational Opportunities; Educational Research; Foreign
Countries; Literary Genres; *Literature Appreciation; Reader
Response; *Reading Interests; *Reading Material Selection;
*Reading Strategies; Secondary Education; Student Needs;
Vocational Education; *Vocational Schools

IDENTIFIERS- *Slovenia

Vocational schools in Slovenia offer 3-year programs in which students aged 14-17 are trained for different professions such as bakers, car mechanics, tailors, etc. Most of the students attending vocational schools were poor academic achievers in elementary school and have little interest in reading. Educators in Slovenia believe that encounters with literature are an important educational opportunity for such students, and for this reason, recent educational reform involves an

society, and that early literacy is as much a family responsibility as it is a school responsibility. (NKA)

ED 456 438

CS 217 667

Croker, B. M.; Baxter, D.
Counting Literature In? Balancing the National Literacy Agenda.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; Course Descriptions; Curriculum Development; Elementary Secondary Education; English Instruction; Foreign Countries; Literature Appreciation; National Standards; Reader Text Relationship
IDENTIFIERS- Australia (New South Wales)

The purpose of this paper is to investigate the status of literature in contemporary English K-12 curriculum in a national agenda that values skills, outcomes and benchmarking. This paper is divided into two parts. The first part argues that the role of literature in the primary classroom should not be underestimated, and that educators should keep a sense of balance of the relationship between the reader, the read, and the practice of reading. In the past two decades, children's literature has pushed its boundaries into new sub genres and through experimental texts has contributed to the body of postmodern literature. How does this relate to the current primary English curriculum? The second part looks at the place of literature in secondary English curriculum in New South Wales, which is undergoing a substantial paradigm shift. While primary syllabi (1994 and 1998) have committed themselves to a particular view of language and have remained largely silent on the issue of literature, secondary syllabus revision has opted for a theoretical pluralism. Is this eclecticism really a post-structuralist move in disguise? What does eclecticism really mean, especially for the teaching of literature? To what extent does it produce theoretical tensions and contradictions which are incapable of being resolved in practice? Through an exploration of a number of literary texts and syllabus statements, this paper takes a fresh look at the literary in living literacy. (Contains 20 references.) (RS)

ED 456 439

CS 217 668

Ediger, Marlow
Punctuation in the Reading/Writing Curriculum.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; English Instruction; Language Arts; Primary Education; Punctuation; Reading Writing Relationship
The paper's first section discusses the connection between personalized reading and punctuation for young primary grade students, with some specific sentences and teaching ideas. Next, the paper describes 10 kinds of written work, done for specific purposes, that may be used with early primary students

ED 456 459

CS 217 710

Stahl, Steven; Kapinus, Barbara
Word Power: What Every Educator Needs To Know about Teaching
Vocabulary. NEA Success in Reading Series.

PUB DATE- 01

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Content Area Reading; Elementary Secondary
Education; Learning Strategies; *Teaching Methods; Thinking
Skills; *Vocabulary Development

A good vocabulary is one of the major building blocks for success
in reading, and every content area has vocabulary to master.
This book offers K-12 classroom teachers proven techniques for
effective vocabulary instruction. The learning strategies
described in the book will help students develop thinking
skills that involve analysis, comparison and contrast,
organization of information, and application of information.
Chapter 1 suggests ways to enhance vocabulary through reading.
Chapter 2 describes strategies that students can eventually use
on their own as they take charge of their own vocabulary
development. Chapter 3 discusses strategies to help students
understand how words function in communication and figurative
language. (Contains 20 references and lists 16 recommended
resources.). (RS)

ED 456 460

CS 217 713

Matthews, Barbara
The Future of the Past: Oral and Visual Literacy and the New
Zealand Curriculum.

PUB DATE- 01

NOTE- 12p.; Paper presented at the Annual International Literacy
& Education Research Network Conference on Learning (8th,
Spartes, Greece, July 4-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Censorship; Curriculum Development; Elementary
Secondary Education; *English Curriculum; Foreign Countries;

*Literacy; Picture Books; *Visual Literacy; Visual Stimuli

IDENTIFIERS- Intertextuality; New Zealand

This paper will explore aspects of past practice and belief and
how relevant these are to the future. New Zealand Curriculum
guidelines for English will be examined in relation to best
practice. Oral and visual texts will be discussed, as will the
blurring of the boundaries between written and visual text with
examples from picture books and graphic novels. Issues of
cultural inclusion, authenticity, censorship and
intertextuality will be related to selected texts and to
popular culture. (Contains 19 references.) (Author/RS)

ED 456 461

CS 217 715

Dixon, Mel
Teaching Biography in the Senior English Classroom.

PUB DATE- 01

NOTE- 7p.; Paper presented at the Joint National Conference of
the Australian Association for the Teaching of English and the

NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Censorship; Elementary Secondary Education; *Freedom of Speech; Government Role; Literature Reviews; Public Schools; *Scholastic Journalism; *State Legislation; *Student Publications; *Student Rights

IDENTIFIERS- Arkansas; California; Colorado; *Hazelwood School District v Kuhlmeier; Iowa; Kansas; Legal Research; Massachusetts; Student Press Law Center DC

A study explored, through a review of the literature, specific problems that scholars have identified regarding free expression in student publications since "Hazelwood v. Kuhlmeier" (1988). It then analyzed the six state statutes which were passed to clarify the extent of school administrators' rights to censor student journalism and provide protection for student expression in Arkansas, California, Colorado, Iowa, Kansas, and Massachusetts to determine whether the statutes adequately address those problems. Findings revealed that many similarities exist among the statutes--all six make some mention of students' rights to free expression, specify some element or elements to be included in local policies, and identify certain types of unprotected speech; but none of the statutes addresses all of the student press law problems and recommendations identified by the Student Press Law Center and discussed in the literature review. Only one statute (Colorado) identifies student publications as public fora, but the other five use different language to suggest a similar status. All but one of the statutes require written policies for student publications, specifying such details as distribution of the publications and the policies, duties of student editors and journalism advisers, etc. None of the statutes protects specific categories of speech, but all prohibit certain types of unacceptable expression. In states without such statutes, student journalists are not likely to be able to change the situation without help from professional teacher and journalism organizations, lobbyists, community members, and parents. (Contains 90 notes.) (NKA)

ED 456 484

CS 510 633

Peterson, Keith; Clower, Ramona
Eliminating Borders through Debate Education.

PUB DATE- 01

NOTE- 12p.; Paper presented at the American Communication Association Convention (Boone, NC, October 5-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Debate; *Educational Benefits; *Global Approach; Higher Education; Skill Development; Student Needs; *Travel IDENTIFIERS- Arkansas State University; *Competitive Argument

As the world moves into the millennium, students will need certain skills to be successful in a global environment. This paper argues that competitive international exposure through debate can provide these skills. The paper consists of three sections. The first section briefly reviews current literature

Education; Interpersonal Competence; Management Systems; Public Schools; *School Safety; Skill Development

This paper presents a relevant literary review and then develops a behavior-management program within schools encompassing social-skills training for all children. Both the literary review and this program can be used to educate administrators, educators, parents, and students about behaviors and warning signs associated with violent children. The paper also explores the factors contributing to violent behavior in children, particularly in relation to effective behavior-management programs. The training incorporates 16 basic social skills. Following instructions, accepting "no" for an answer, greeting others, and introducing yourself are a few of the skills to be taught. Another factor is developing goals. Students, along with parents, teachers, and administrators, develop goals that they want to attain by being involved in the program. Appendixes contain guidelines for CROSSINGS (Creating Real Opportunities for Student Success: Navigating Gainsville Schools). CROSSINGS is a behavior-management program that provides "Boys Town" social-skills training to at-risk students who are struggling with success in school or in personal areas. The program first identifies the needs of each student, then develops strategies for student success. It supports the student during the process of change, while providing mentors to support the student during and after change. Parents are involved in achieving success, while retraining and followup are provided after the completion of the program. (Contains 59 references.) Appended are materials from "Crossings, Bridging the Gap to Success." (DFR)

ED 456 505

EA 031 166

Smith, Curtis A.

EnrollForecast for Excel: K-12 Enrollment Forecasting Program.

Software & User's Guide. Computer Diskette .

PUB DATE- 99

NOTE- 0p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Success." (DFR)

Data (110)

DESCRIPTORS- *Data Analysis; Decision Making; Educational Administration; Educational Change; *Elementary Secondary Education; *Enrollment; *Enrollment Projections; *Public Schools; *Statistical Data

"EnrollForecast for Excel" will generate a 5-year forecast of K-12 student enrollment. It will also work for any combination of grades between kindergarten and twelfth. The forecasts can be printed as either a table or a graph. The user must provide birth history (only if forecasting kindergarten) and enrollment history information. The user also provides the key forecast assumptions under the guidance of the program, thereby maintaining considerable control over the forecasts. EnrollForecast for Excel software and the 50-page User's Guide are written with the assumption that the user has a basic proficiency in using the "Microsoft Excel" spreadsheet. "Basic" means that one can open and save files, navigate around the workbook and worksheet, make proper entries, and print desired sections of worksheets. EnrollForecast for Excel is a Microsoft Excel workbook. It will run on any Windows-platform computer that has Microsoft Excel version 5.0 (or later) installed. It will also run on a Macintosh with Excel 98 for Macintosh installed. Excel is a spreadsheet program that is commonly part of the Microsoft Office package. (DFR)

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -
Research/Technical (143), Test, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- *Administrator Attitudes; *Charter Schools;
*Educational Change; Elementary Secondary Education; *Parent
Attitudes; Principals; *School Effectiveness; School Surveys;
*Teacher Attitudes

IDENTIFIERS- *California

Three surveys assessing 100 California charter schools were conducted in 1997-98. Interviewees included teachers, principals, and parents. Findings include: 7 out of 10 charter-school principals report that their schools boast waiting lists; overall, parents selected the school's curriculum as their primary reason for selecting a charter; charter-school students share demographic and socioeconomic characteristics with students in the state's district schools; charter-school principals have been able to establish successfully strong school-parent relationships and have increased parental involvement in their children's education; student attendance and academic performance remarkably improve when the student is enrolled in a charter school; 96 percent of charter-school teachers are held accountable through an evaluation process, done usually annually; 70 percent of California's charter-school teachers spend time every week on school organization and development duties; and 65 percent of teachers deploy parent volunteers in the classroom. Survey results refute the charges of critics that charter schools are racially exclusive and "creaming" only the best, most advanced students. Results also demonstrate conclusively the positive impact of deregulation, local control, and increased autonomy, while also confirming that comprehensive choice is the path to truly meaningful educational reform. Three appendices describe the survey strategy and sample characteristics, and list interview questions. (RT)

ED 456 525

EA 031 198

Pol, Milan

Getting Closer to School Effectiveness and School Improvement in the Czech Republic: Major Developments and Topics for the Future.

PUB DATE- 01

NOTE- 10p.; Paper presented at the International Congress for School Effectiveness and Improvement (14th, Toronto, Ontario, Canada, January 5-9, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Change; Elementary Secondary Education; Foreign Countries; Government Role; Government School Relationship; School Based Management; School Community Relationship; *School District Autonomy; *School Effectiveness; State Departments of Education; Teacher Administrator Relationship

IDENTIFIERS- *Czech Republic

This paper focuses on changes in school management, evaluation, and monitoring in Czech education. The major aim of the first reform wave involved removing the most evident dysfunctions of the earlier, closed and uniform educational system and transforming it into an open, pluralistic one. Subsequent reforms focused on enhancing the quality of results achieved.

kindergarten; (3) that principals influenced the use of appropriate practices; (4) that a direct relationship existed between principal behaviors and the use of developmentally appropriate practices in the classroom; and (5) that teacher beliefs and attitudes played a role in the sustained use of these practices. (Contains 50 references and 8 tables.) (RJK)

ED 456 544

EA 031 243

Pascoe, Susan; Pascoe, Robert
Education Reform in Australia, 1982-97. Country Studies:
Education Reform and Management Publication Series, Vol. 1, No.
2.

PUB DATE- 98

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Accountability; Elementary Secondary Education;
Foreign Countries; School District Spending; *Standardized Tests
IDENTIFIERS- Australia; Australia (Victoria); Schools of the
Future (Australia)

This document reports on an in-depth study of the implementation of systemic reform in the state of Victoria. Called Schools of the Future, the reform was significant in its scale and complexity. Within 4 years in Victoria achieved the lowest per-pupil expenditure of any state of Australia. Data on academic achievements have been fragmentary and contradictory. In 1992 a majority of the government formed an educational agenda. The ensuing reforms included schools with site-based management; schools and principals made accountable; parents given more information and more access to decision-making; the reduction of the central bureaucracy, and increased power for school councils and principals in the school. Principals were the primary agents of the agenda; union officials were excluded. Teachers were promised that there would be no staff reductions. There were financial incentives to accept performance evaluation or retire early. Communication and feedback were focused on principals and the public and continued from the initial introduction through the implementation of changes. Vocational Education Training and higher education also changed through different methods and in a different order, as explained in an appendix. This is a study in the implementation of any political policy with emphasis on buying off agents of change, preempting obstruction, controlling communication channels, and ensuring that all parties have (or feel they have) ownership of their part of the deal. The bibliography includes interviews and newspaper articles. (RJK)

ED 456 545

EA 031 244

Parris, Lyall
Implementing Education Reforms in New Zealand, 1987-97: A Case
Study. The Education Reform and Management Series, Vol. 1, No.
1.

PUB DATE- 98

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Accountability; Educational Change; Elementary
Secondary Education; *School District Reorganization; *School
District Spending; *Standardized Tests

IDENTIFIERS- First Amendment; Religious Freedom; Supreme Court

This book, an update of the 1988 edition, gives readers a basic grasp of the general legal principles controlling the role of religion in public education with the goal of applying those principles to typical church/state issues. Chapter 1 offers the background of general legal principles needed to understand specific church/state issues. Chapter 2 examines student religious activities, including prayer, religious clubs, display of religious symbols, holiday observances, and distribution of religious literature. Chapter 3 considers religious objections to secular activities, such as pledging allegiance to the flag. Chapter 4 helps to distinguish between courses about religion and those disseminating religious beliefs, and offers advice on teaching evolution, sex education, and other topics frequently of concern to religious groups. Chapter 5 surveys religious activities of school personnel, such as apparel and religious leave. Chapter 6 explores other religious activity on school grounds, such as use of facilities by outside groups. In every chapter the effect of specific legal decisions is made clear. Appendices include the Equal Access Act and a map of the geographic areas of federal judicial circuits, to show the area in which a federal appellate court decision applies. There is a general index and an index of cases. (RKJ)

ED 456 565

EA 031 297

Schimmel, David, Ed.

Research That Makes a Difference: Complementary Methods for Examining Legal Issues in Education. NOLPE Monograph Series No. 56.

PUB DATE- 96

NOTE- 113p.; NOLPE became the Education Law Association.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- *Court Litigation; Educational Research; Elementary Secondary Education; Higher Education; *Law Related Education; *Legal Problems; Methods Research; *Qualitative Research; *Research Methodology; Research Tools; *School Law; Statistical Analysis

Administrators, attorneys, and graduate students who are interested in law and education or in research methods will find this book useful. Rarely do researchers combine several methods for examining legal issues in education from multiple perspectives. Here four authors offer four different research methods that can be used in combination. Each author offers a rationale for his or her method, specific legal examples relating to controversial issues, and a bibliography. Each also explains the advantages and limitations of his or her strategy and how it compares to other methods. In the first chapter, Louise Adler examines the qualitative method, emphasizing why and how society creates specific laws. In the second chapter, Charles Russo delineates the traditional approach of asking exactly what the law is, based on statutes, cases, and other legal sources. In the third chapter, Grover Baldwin surveys the quantitative strategy. This can be described as using statistics to analyze data and the relationship between variables. Finally, Patricia First considers the policy-studies perspective, which uses multiple methods to analyze options and to provide comprehensive information to decision makers in their efforts to improve legal and educational policies. (Contains 67 references.) (RKJ)

provided. Additional resources for more information are provided. (CR)

ED 456 584

EC 308 568

Preparation of Youth with Disabilities for Participation in Postsecondary Education & Lifelong Learning. Proceedings of the National Capacity Building Institute (Honolulu, Hawaii, March 7-9, 2001).

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OBRS), Washington, DC.

PUB DATE- 01

NOTE- 229p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; *Assistive Devices (for Disabled); *College Preparation; *Disabilities; *Education Work Relationship; Higher Education; Secondary Education; Self Advocacy; *Self Determination; Student Empowerment; *Transitional Programs The National Capacity Building Institute 2001 meetings on transition to postsecondary education for people with disabilities included nationally recognized speakers, discussion groups focusing on current issues, and commentary from consumer/professionals. This document is a record of the proceedings and outcomes. Papers presented include: (1) "Framework for Discussion Issues and Challenges for Youth with Disabilities Preparing for Postsecondary Education" (Robert A. Stodden); (2) "Issues of National Significance: Secondary Preparation and Transition" (David A. Johnson); (3) "Secondary Education Standards and Academic Preparation" (Martha L. Thurlow); and (4) "Linkages and Supports to Employment" (Paul Wehman). Summaries of discussion group output on four major areas are provided. These discussions addressed supporting student empowerment, self-advocacy, and self-determination; working to provide quality experiences as well as accommodated experiences; enhancing the role of technology; and managing supports and related services. For each of these areas, the issues are identified and recommendations are made for research, training, and information dissemination. A list of Institute participants is included. (CR)

ED 456 585

EC 308 569

Guidelines for Services for Culturally and Linguistically Diverse Preschool Students with Disabilities, Ages 3-5 with Updated Appendices.

PUB DATE- 97

NOTE- 79p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Bilingual Education Programs; *Bilingual Students; Developmental Stages; *Developmentally Appropriate Practices; *Disabilities; Educational Strategies; Interdisciplinary Approach; Limited English Speaking; Preschool Children; Preschool Education; Referral; *Special Education; *Student Evaluation; Transitional Programs

IDENTIFIERS- *New York

This document provides guidance on the appropriate evaluation and

PUB DATE- 00

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feesibility (142)

DESCRIPTORS- Adolescents; Adults; Change Agents; *Change Strategies; Delivery Systems; *Disabilities; Empowerment; Independent Living; *Organizational Change; *Personal Autonomy; Program Design; Program Evaluation; Program Implementation; Rehabilitation Programs; *Self Advocacy; *Self Determination

IDENTIFIERS- *Vermont

This report discusses the accomplishments and challenges of the Vermont Self-Determination Project (SDP), a 3-year project designed to empower individuals with developmental disabilities to create the quality of life they desire for themselves and, by discovering and sharing their natural gifts and talents, to nourish and enrich both their own lives and those of their communities. To meet this goal, the SDP has worked collaboratively with people with disabilities and families to promote statewide systems change both to increase opportunities for choice and control and to decrease barriers to choice and control. The report is based on interviews conducted with SDP teams, other project staff, and individuals with disabilities and families of individuals with disabilities who have had some contact or involvement with SDP teams. The report addresses four areas: opportunities for self-determination at the individual level, systems change to promote self-determination, self-advocacy, and issues related to implementation of the SDP itself. For each area, there is a discussion of accomplishments and challenges. This is followed by a section addressing next steps that were identified during the course of the research, and a brief conclusion. Findings indicate SDP has made a significant contribution to comprehensive systems change. (CR)

ED 456 604

EC 308 589

Collins, Lisa; White, George P.

Leading Inclusive Programs for All Special Education Students: A Pre-Service Training Program for Principals.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 01

NOTE- 11p.; Poster presented at the Annual Meeting of the American Educational Research Association Annual Meeting (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Assistant Principals; Beginning Principals; *Behavior Disorders; Curriculum; Elementary Secondary Education; *Emotional Disturbances; Higher Education; *Inclusive Schools; *Leadership Training; Management Development; *Principals; Program Design; Program Evaluation; School Administration; School Supervision; Special Education; *Supervisory Training; Training Methods

This paper describes a model program for training pre-service elementary and secondary school principals in educationally sound and legally defensible inclusion programs extending to students with emotional and behavioral disorders (E/BD). The program has three major objectives: (1) to train pre-service school administrators (principals and assistant principals) in the leadership and management of school-based special education programs; (2) to train pre-service school administrators in

*Educational Needs; *Middle School Students; Middle Schools;
Public Schools; School Effectiveness; *Socialization
This document presents the curricula and space utilization
program of the Buckeye Valley Middle School in Ohio, which is
designed to effectively address the learning and socialization
needs unique to middle school students. The paper first
explains these unique learning needs. Then it examines why a
program to meet these needs is important. The paper identifies
the characteristics that middle schools should incorporate,
including environmental features and attributes relating to
capacity, occupancy, and organization. The report details the
way that educators at Buckeye Valley Middle School addressed
each of these characteristics. This discussion is organized
under the following categories: instruction, general
administrative, guidance, counseling, information center,
custodial services, and food services. (GR)

ED 456 624

EF 005 792

Lead in American Schools: What School Districts Should and Should
Not Do.

PUB DATE- 94

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Elementary Secondary Education; *Lead Poisoning;
*Prevention; *Public Schools; *School Safety
IDENTIFIERS- *Regulatory Evaluation

This paper examines the lead issue in school buildings, noting
that even minimal exposures to lead can create diagnosable
health problems in children. It includes comments about current
regulations and laws pertaining to the areas of soil, water,
air, debris disposal, surfaces, and level of lead in the blood.
It also lists responses to lead that schools should take and
those that they should avoid. (Includes a list of safeguards
for schools undergoing renovation or remodeling programs to
reduce or remove lead, a suggested school board policy
statement for lead poisoning prevention, and a lead metal
information sheet.) (GR)

ED 456 625

EF 005 861

Hartz, Eston, Ed.

IPM for Pennsylvania Schools: A How-To Manual.

PUB DATE- 81

NOTE- 118p.; Produced by the Pennsylvania Integrated Pest
Management Program.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Elementary Secondary Education; *Pests; *Program
Development; Public Schools

IDENTIFIERS- *Integrated Pest Management; *Pennsylvania

This manual presents practical advice on planning and adopting an
integrated pest management (IPM) program for Pennsylvania
educational facilities. The manual covers how to implement a
school IPM, school IPM operational information for the school
administrator, and technical information for Pennsylvania
schools concerning various pests found in and around schools
and their prevention and control. A list of literature
resources cited in the manual is provided as are lists of

subtitling are highlighted such as theory and practice; professional and linguistic dimensions; equipment needed; Internet resources; and the like. Attention is paid to the rationale for such a module as well as the learning outcomes to be expected. Ideas about possible exercises with subtitles to stimulate students' creativity are also discussed. (Contains 25 published and Web references.) (KFT)

ED 456 648

FL 026 873

Kitsantas, Anastasia; Meyers, Judith
Studying Abroad: Does It Enhance College Student Cross-Cultural Awareness?

PUB DATE- 01

NOTE- 21p.; Paper presented at the combined Annual Meeting of the San Diego State University and the U.S. Department of Education Centers for International Business Education and Research (CIBER 2001) (San Diego, CA, March 26-31, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acculturation; *Affective Behavior; College Students; *Cultural Awareness; Foreign Countries; Higher Education; Pretests Posttests; Questionnaires; *Study Abroad

This study examined the role of study abroad programs on a students' cross-cultural awareness. Twenty-four students were enrolled in a study abroad course participated in the study. The students' cross-cultural awareness was assessed prior to and after study abroad using the Cross Cultural Adaptability Inventory test (CCAI). It was hypothesized that students studying abroad would score higher on all the CCAI scales including emotional resilience, flexibility and openness, perceptual acuity, and personal autonomy than the control group. All hypotheses were supported by the results, indicating that a period of study abroad enhanced the students' cross cultural awareness. This also suggests the predictive validity of the CCAI. Three tables are included: "Means and Standard Deviations of CCAI Scores for the Experimental Group"; "Means and Standard Deviations of CCAI Scores for the Control Group"; and "Means and Standard Deviations of CCAI Scores for the Control and Experimental Groups." (Contains 21 references.) (Author/KFT)

ED 456 649

FL 026 874

Lim, Wai Lee; Jacobs, George M.
An Analysis of Students' Dyadic Interaction on a Dictogloss Task.

PUB DATE- 01

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Research; Cooperative Learning; *Discourse Analysis; *English (Second Language); *Females; Foreign Countries; High School Students; *Interpersonal Communication; Interviews; *Peer Teaching; Questionnaires; *Scaffolding (Teaching Technique); Second Language Instruction; Second Language Learning; Secondary Education; Student Journals; Task Analysis; Teaching Methods
IDENTIFIERS- China; *Dictogloss; Hong Kong; Korea; Singapore; Vygotsky (Lev S)

Using a Vygotskian perspective, this study investigated the possibility of secondary school second language students

*Language Acquisition; Language Processing; Learning Processes; Linguistic Theory; Linguistics; *Psycholinguistics; Second Language Instruction; *Second Language Learning; Syntax IDENTIFIERS- Chomsky (Noam); *Learnability Theory

This book has been conceived as a companion to learnability for the benefit of those linguists who base their work on Chomsky's "Principles and Parameters Hypothesis." General concepts from formal theory and complexity theory and important facts from psycholinguistics, historical linguistics, and language processing have been introduced in a tutorial and completely self-contained fashion, so as to introduce linguistics of the parametric persuasion to important techniques that can be used to obtain interesting and empirically testable predictions from parametric theories of language variation. The book is divided into the following five chapters: "A Brief Overview of Learnability" (Stefano Bertolo); "Learnability and the Acquisition of Syntax" (Martin Atkinson); "Language Change and Learnability" (Ian Roberts); "Information Theory, Complexity, and Linguistic Descriptions" (Robin Clark); "The Structural Triggers Learner" (William G. Sakas, Janet D. Fodor). A detailed subject index is also included. (Contains 209 references.) (KFT)

ED 456 669

FL 026 859

Maamouri, Mohamed

Language Education and Human Development: Arabic Diglossia and Its Impact on the Quality of Education in the Arab Region.

PUB DATE- 98

NOTE- 83p.; Paper presented at the Mediterranean Development Forum of the World Bank (Marrakech, Morocco, September 3-6, 1998).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Arabic; *Diglossia; Elementary Secondary Education; Foreign Countries; Grammar; Illiteracy; Language Attitudes; Language Classification; *Language Planning; Language Role; Language Standardization; *Literacy; Low Achievement; National Programs; Second Language Instruction; Second Language Learning; Sociolinguistics; Syntax; Uncommonly Taught Languages

IDENTIFIERS- World Bank

There is a growing awareness among some Arab education specialists that the low levels of educational achievement and high illiteracy and low literacy rates in most Arab countries are directly related to the complexities of the standard Arabic language used in formal schooling and non-formal education. The complexities mostly relate to the diglossic situation of the language, which is making reading in Arabic an overly arduous process. There are serious negative educational and social consequences related to these reading difficulties, including feelings of linguistic insecurity by large numbers of youth and young adults when it comes to common acts of social communication and personal expression. If Arabic-speaking societies want to face the challenges of the 21st century, it is asserted that there needs to be a concerted effort to bring about higher levels of linguistic self-confidence and desirable social change. The Arabic language needs urgent language planning strategies to standardize it and make it more accessible to its many speakers. The paper is divided into eight major areas, plus an introduction and conclusion, and include the following: "Education and Development"; "Language

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (PSS)

DESCRIPTORS- Higher Education; *Instructional Materials; *Intellectual Property; Legal Responsibility; *Part Time Faculty; *Research Utilization

This guide explains some of the intellectual property rights of part-time college faculty members and the circumstances under which faculty can defend intellectual property rights. The term "intellectual property" refers to proprietary information, materials, or products, the owner of which may possess intellectual property rights under trademark, copyright, patent, or trade secrets laws. In general, educational materials or courseware would be owned initially by the inventor or creator. In the case of teachers, the copyright often remains with the teacher even if the work was created as part of the duties of the teacher. If the materials or courseware are created by a part-time faculty member, the materials may be considered "made for hire," and the part-time faculty member may not be the owner of the copyright. The rights of part-time teachers who have created educational materials or courseware are discussed. The application of intellectual property rights to educational materials or courseware created by a part-time faculty member is very complex, and part-time faculty members should seek legal advice to resolve intellectual property issues. (SLD)

ED 456 691

HE 034 247

Cutright, Marc, Ed.

Chaos Theory & Higher Education: Leadership, Planning, & Policy. Higher Education: Questions about the Purpose(s) of Colleges & Universities. Volume 9.

PUB DATE- 01

NOTE- 250p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Chaos Theory; Educational Administration; Educational Planning; Educational Policy; *Higher Education; *Leadership

This anthology considers some ways that chaos theory might be not only a descriptive metaphor for the conditions of leadership, planning, and policy in higher education, but also a prescriptive metaphor that might be used to improve these functions and others. The essays are: (1) "Introduction: Metaphor, Chaos Theory, and This Book" (Marc Cutright); (2) "Managing Universities in a Supercomplex Age" (Ronald Barnett); (3) "Strategic Planning and Chaos Theory: Are They Compatible?" (Jean (Prinvale) Swenk); (4) "A Chaos Theory Metaphor for Strategic Planning" (Marc Cutright); (5) "Chaos Theory Applied to College Planning: A Case Study in Defense of Ten Propositions" (James R. Perkins, Jeffrey B. Lanigan, John A. Downey, and Bernard H. Levin); (6) "Chaos Theory and the Evolution of a State System of Higher Education" (Jeffery P. Aperi); (7) "Performance Indicators and Chaos Theory" (Bob Barnettson); (8) "The Impact of Technology and Student Choices on Postsecondary Education: 'Plus Ça Change!'" (Adrian Kershaw and Susan Safford); (9) "Reshaping Higher Education in a Post-Fordist World: Chaos and Collingwood" (Bryant Griffith and Lynn Spear Lemisko); (10) "Chaotic Systems: Confounding or Confirming the Leadership Role in Higher Education?" (John T. Dever); and (11) "Leadership's Natural Ally: Applying Chaos and Complexity Theories to Academe" (Barbara Mossberg). (Each

(the productivity of an aging work force will need to be considered, especially where strength and dexterity are required); (3) labor shortages (most job openings will occur as the result of retirings or other quitings, not because of new job creation); (4) training and education mismatches with skill needs (focus will shift to retraining of individuals already in the work force); (5) technology (technology will have to substitute for workers due to labor shortages but can't provide care for the elderly, where there is already a shortage); and (6) tax implications (Minnesota's tax base will change because, among other things, a greater share of personal income will be tax exempt and subject to lower rates and slower rates of growth.) Recommended policy directions for the state are included in the "Project 2030 Final Report." (KC)

ED 456 211 CE 081 857

Chalofsky, Neal E.
Increasing Capacity To Learn in the Learning Organization.
Innovative Session 4. AHRD Conference, 2001 .
PUB DATE- 01
NOTE- 4p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (Tulsa, OK, February 28-March 4, 2001).
Volumes 1 and 2; see CE 081 829.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Adoption (Ideas); *Adult Learning; Diffusion (Communication); Educational Research; Experiential Learning; Group Discussion; Human Resources; *Labor Force Development; *Learning Processes; Learning Theories; Models; *Organizational Climate; Organizational Development; Postsecondary Education; Research Utilization; Synthesis; *Theory Practice Relationship; Training Methods; Workshops

IDENTIFIERS- *Learning Organizations

A workshop was conducted to give participants an opportunity to explore how to apply a different paradigm for learning in organizations. The workshop agenda was as follows: presentation of the theory and supporting research; experiential activities to apply the paradigm in academic and organizational settings; small group discussion aimed at developing a model for increasing learning capacity; and large group synthesis and a closure activity during which participants were asked to volunteer to help write a paper on the model developed. A paradigm consisting of the following elements was presented: learning based on minimal competence to learning based on continual improvement; learning based on fear of failure to learning based on team risk-taking and creativity; learning based on individual performance to learning based on team and collective performance; learning based on autonomy and competition to learning based on cooperation and relationships; learning based on appraisal and criticism to learning based on coaching, support, and feedback; formal learning to informal learning; learning based on one right answer to learning based on multiple answers; learning based on abstract, logical reasoning to learning based on intuition and context; and learning based on outcome to learning based on process. (MN)

ED 456 212 CE 082 082

Foucar-Szockl, Diane; Bolt, Les
Workforce Improvement Network 2000 Survey of Virginia Employers.

Skills; Labor Force Development; Material Development;
Occupational Information; Performance Factors; Postsecondary
Education; Research Utilization; Secondary Education; State
Standards; Systems Approach; Theory Practice Relationship;
Validity; *Vocational Education
IDENTIFIERS- Crosswalks (Linking)

The Linkage System is a process that was designed in 1997 to improve academic performance for all students and to enhance work force quality by linking academic content standards to occupational skill standards. The Linkage System is based on research and development conducted by the Vocational-Technical Education Consortium of States (V-TECS). The system's key component is the "Taxonomy of Academic Performance Indicators," which was validated by 18 V-TECS member states through a rigorous review process. The Linkage System includes the following steps: (1) analyze the state-adopted content standards to identify the taxonomy skills that operationally define each mathematics, language arts, and science standard; (2) analyze occupational or vocational-technical program skill standards to identify academic taxonomy skills that are required for competent performance and that are known as related/required academic skills (RAS); (3) crosswalk the occupationally related academic skills to academic content standards; (4) develop instructional/assessment scenarios that include occupational and academic standards; and (5) load the cross-walked materials into the linkage system database (which is under development). The V-TECS system for linking academic content and standards provides rich instructional resources for vocational-technical and academic instructors. Identifying the academic skills required for competent workplace performance provides tools for enhancing the quality of workplace and academic performance. The updated Taxonomy of Academic Performance Indicators that is part of this document contains lists of basic/essential skills in secondary and postsecondary mathematics, language arts, and science, each of which has been assigned a reference code. (Most of the skills added for this edition are in the science domain.) (MN)

ED 456 226

CE 082 179

National Centers for Career and Technical Education Annual
Report, 2000.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.

PUB DATE- 01

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Education; Adoption (Ideas); Advisory
Committees; Annual Reports; Clearinghouses; Conferences;
Consortia; Curriculum Development; Distance Education;
*Educational Improvement; *Educational Research; Educational
Resources; Educational Technology; *Information Dissemination;
Integrated Curriculum; National Programs; Partnerships in
Education; Postsecondary Education; *Professional Development;
Program Implementation; Resource Materials; Secondary
Education; Theory Practice Relationship; *Vocational Education;
Vocational Education Teachers

IDENTIFIERS- *Career and Technical Education; *National Centers
for Career and Technical Educa

The National Research Center for Career and Technical Education
and the National Dissemination Center for Career and Technical

Pounding the Payment. A Job-Search Gaming-Simulation .

PUB DATE- 01

NOTE- 63p.; Cover title is "Pounding The Pavement."

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners)
(051), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Career Counseling; Career
Development; Career Education; *Counselor Trainings;
*Educational Games; *Employment Interviews; Instructional
Materials; *Job Application; *Job Search Methods; Learning
Activities; Postsecondary Education; Secondary Education;
*Simulation; Teaching Guides

This manual is a gaming simulation that career development
professionals can use to promote awareness of and sensitivity
to the job search experience encountered by their clientele.
Goals of the simulation are to approximate a real life job
search experience from different perspectives, while at the
same time making it fun and interactive. Players participate in
a complete job search consisting of the following areas:
research, search, preparation, interview, and negotiation. The
manual contains all the directions and materials needed to
facilitate the simulation. Contents include the purpose of the
game; learning objectives; audience; context for which the game
is suited; facilitators' qualifications and duties; number of
players; playing time; resources needed to play the game;
directions; description of materials provided (role cards, name
tags, tests for Station #1, online simulation of job search,
classified section of newspaper, word of mouth cards, examples
of application materials, interview personalities, interview
questions, job proposals, and W-2 form); and debriefing ideas
and questions. Descriptions of each of the six stations,
including an objective, follow. Titles are Know Thyself; Seek
and Ye Shall Find (a Job); Organization Station; Dress for
Success; Interview U; and Negotiating Station. An appendix
contains game materials. (YLB)

ED 456 244

CE 082 219

Knab, Jean Tansey; Bos, Johannes M.; Friedlander, Daniel;

Weissman, Joanna W.

Do Mandates Matter? The Effects of a Mandate To Enter a Welfare-
to-Work Program.

SPONS. AGENCY- Department of Health and Human Services,
Washington, DC.

PUB DATE- 00

NOTE- 24p.; Part of the National Evaluation of Welfare-to-Work
Strategies (NEWWS). Supported by the Department of Education.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Client Characteristics (Human
Services); Compliance (Legal); Economically Disadvantaged;
*Employment Patterns; Employment Potential; *Employment
Programs; Job Skills; Labor Market; *Participation; Required
Courses; *Welfare Recipients; Welfare Services; Work Attitudes
IDENTIFIERS- *Mandatory Programs; *Welfare to Work Programs

Using data from an evaluation of two welfare-to-work programs in
Riverside, California, and Grand Rapids, Michigan, a study
found that requirements to participate in mandatory welfare-to-
work programs can increase employment and earnings and reduce
welfare income, independent of actual participation in the

following factors: gender; early school achievement; school type; ethnicity; indigenous status; geographic location; socioeconomic status; parents' education; median household income; proximity to a technical and further education institute; and unemployment rate of resident locality. The results suggested that the VET sector is meeting the needs of the group of non-completers who are in trade-related apprenticeships or Australian Qualifications Framework certificate level III courses. Non-completers who were low achievers at school and those who were from low socioeconomic backgrounds were the least likely to participate in VET. (MH)

ED 456 259

CE 082 239

Harrison, Craig; Barnett, Kate

Collaborative Approaches to Increasing the Participation and Outcomes of People with a Disability in Vocational Education and Training.

PUB DATE- 01

NOTE- 8p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Action Research; Agency Cooperation; Apprenticeships; Cooperative Planning; *Disabilities; Dropout Prevention; Education Work Relationship; Educational Cooperation; Educational Research; Enrollment Influences; Financial Support; Foreign Countries; Government School Relationship; Intervention; Job Placement; Models; Participation; *Partnerships in Education; Postsecondary Education; Program Effectiveness; Program Implementation; Public Agencies; School Business Relationship; Secondary Education; *Special Needs Students; Strategic Planning; Student Placement; Student Recruitment; *Supported Employment; *Transitional Programs; *Vocational Education; Work Experience Programs

IDENTIFIERS- *Australia

One strategy to increase participation in vocational education and training (VET) by Australians with a disability involves intervention at the secondary school level to reduce early school leaving by providing structured VET learning and work placement opportunities. The Enterprise Career Education Foundation's Lighthouse initiative, which was implemented in 2000 and slated for completion at the end of 2001, is funding three projects that are each designed to provide guidance on how to make structured workplace learning (SWL) accessible to students with disabilities and help them achieve positive VET outcomes. The three projects are as follows: Central Coast Business Education Network in Gosford; Launceston Workplace Learning; and Western Adelaide Vocational and Enterprise Services (WAVES). A critical feature of each project is the formation and strengthening of partnerships or working alliances between schools, registered training organizations, employers, employment agencies, and other organizations in managing disability. The WAVES project, which illustrates one application of the proposed collaborative model, will involve placing 30 students in programs combining work preparation, structured workplace learning, and job placement and support. The program will involve eight partners representing three

*Teacher Expectations of Students; Teacher Influence; Teacher Student Relationship; *Theory Practice Relationship; Vocational Education

IDENTIFIERS- Australia

In this keynote address, the speaker draws upon his own experiences in education. He begins with his observation that the outcomes of the conference invite change which he applauds. However, he notes that change is always accompanied by fear, and fear has a habit of closing the lid on change. He speculates upon the possibilities were he to have been educated in a different way one in which creativity and unexpected responses were valued and not punished. Looking back, he wonders why no one saw or understood the direction his life seemed to be taking almost from its inception. He is distracted from his love of music by the system into believing there was no monetary security in being a musician. Despite becoming a lawyer, he eventually listens to his call and becomes a singer, when his wife is willing to open Pandora's box with him. In today's environment, he sees pure knowledge and new thought being drowned out by the noise of our own existence, and the generations being taught to rely heavily on past knowledge. He is saddened to see the young lose their freshness and new ideas incrementally with each passing year of their formal training. He invites educators to open Pandora's box through research and create the potential for change and new thought to carry us through this millennium and beyond. (YLB)

ED 456 276

CE 082 256

Goff, Malcolm H.; Nevard, Jennifer
Collocation in Regional Development--The Peel Education and TAFE Response.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Access to Education; Community Attitudes; Community Cooperation; Community Development; Competency Based Education; Coordination; *Delivery Systems; Educational Change; Educational Cooperation; Educational Planning; Educational Policy; Foreign Countries; Postsecondary Education; Proximity; *Regional Planning; Rural Areas; *Rural Education; *Shared Resources and Services; *Vocational Education

IDENTIFIERS- *Australia (Western Australia); Australian Qualifications Framework; Nebraska; Regional Development; *TAFE (Australia)

The collocation of services in regional Western Australia (WA) is an important strand of WA's regional development policy. The initiative is intended to foster working relationships among stakeholder groups with a view toward ensuring that regional WA communities have access to quality services. Clustering compatible services in smaller communities, such as Peel, offers the potential of adding value to existing services and helping to ensure that those communities survive and, hopefully, thrive in the future. As has been demonstrated in other Australian small towns and in Nebraska, the following features are critical to communities' success in improving educational outcomes: desire to preserve a valued lifestyle;

Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Content; Curriculum Development; Delivery Systems; Developed Nations; Educational Environment; Educational Needs; Educational Practices; Educational Quality; Evaluation Methods; Foreign Countries; Higher Education; Inservice Teacher Education; On the Job Training; Program Evaluation; Relevance (Education); Research Methodology; Research Problems; Research Utilization; School Business Relationship; Teaching Methods; Training; Vocational Education Teachers

IDENTIFIERS- Curtin University of Technology (Australia); TAFE (Australia)

The research methods selected for an evaluation of courses in vocational education and training (VET) teacher education at Curtin University (Western Australia) were examined. The university hired an outside research body from a different TAFE college to conduct the evaluation because Curtin University's courses in postschool teacher education, designed for trainers in Technical and Further Education (TAFE) colleges, industry, and government, were reviewed and extensively restructured 3 years earlier, and the teaching staff considered themselves too close to the program. Planned evaluation methods will include a review of the literature, including state and federal government policy directives; interviews with TAFE and industry management; interviews with Curtin lecturers; and surveys of past and present students. An in-depth analysis and discussion of results should assist the evaluators to come up with a set of recommendations to be published in a detailed report. It is expected that after the evaluation is completed and any recommendations implemented, Curtin University will have strong evidence to continue to claim that its courses are relevant, up-to-date, and based on industry training needs. (KC)

ED 456 293

CE 082 273

McIntyre, John; Egg, Mez

Urban Disadvantage and Provider Equity Strategies.

PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Context Effect; Continuing Education; Developed Nations; Disadvantaged; Educational Equity (Finance); Enrollment Influences; Equal Education; Foreign Countries; Outcomes of Education; Outreach Programs; Postsecondary Education; Poverty; Program Effectiveness; Research Methodology; Research Problems; Research Utilization; Socioeconomic Status; Student Characteristics; Urban Education; Vocational Education

IDENTIFIERS- TAFE (Australia)

Current policy discourses on "equity" in VET tend to gloss over the nature of the socioeconomic disadvantage that underlies questions of the participation and achievement of the so-called

issues: (1) the fact that the objective criteria were open to subjective interpretation; (2) the use of performance indicators; and (3) the adequacy of the previously agreed assessment criteria. Through their partnership arrangement, teachers from NPIT and CSIT were able to conduct ongoing research and review aimed at improving the quality of Queensland's new PLA system. (MH)

ED 456 310

CE 082 290

Saunders, John

ACE VET Linkages: Provider, Student and Industry Views.

PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Adult Learning; Adult Programs; Adult Students; *Community Education; Comparative Analysis; Cooperative Planning; Coordination; Course Content; Credits; Curriculum; *Delivery Systems; Education Work Relationship; Educational Cooperation; Educational Demand; Educational Environment; *Educational Needs; *Educational Objectives; Educational Quality; Educational Supply; Employer Attitudes; Flexible Progression; Foreign Countries; Interaction; *Linking Agents; National Surveys; Partnerships in Education; Postsecondary Education; Program Development; School Business Relationship; Student Attitudes; Systems Approach; Teacher Attitudes; Technical Institutes; Transfer Policy; *Vocatio
*Australia; TAFE (Australia)

IDENTIFIERS- *Australia; TAFE (Australia)

In recent years, Australia's system of adult and community education (ACE) has broadened to include vocational learning as well as the hobby, enrichment, and personal development traditionally provided by ACE in the past. A study examined the views of ACE providers, ACE students, and industry organizations regarding ACE vocational education and training (VET) and its linkage with mainstream VET (predominately technical and further education institutes). When ACE students and providers were asked to identify the features that most distinguished ACE VET from mainstream VET, the most common responses fell into the following categories: (1) progression is flexible; (2) course content and delivery matches student and enterprise needs; (3) the learning environment is friendly, supportive, and nonbureaucratic; and (4) ACE courses are designed with an easygoing style of presentation and are relevant and to the point. Approximately half of the ACE providers considered existing linkages between ACE VET and mainstream VET limited or very limited. Strategies for improving the linkages between ACE VET and mainstream VET were identified along with a list of vocational training needs that ACE should address. The issue of whether ACE should complement or compete with mainstream VET was discussed. The need for both sectors to cooperate and collaborate was emphasized. (MH)

ED 456 311

CE 082 291

Saunders, Stephen

Using Training Indicators To Improve Planning for Vocational Education and Training.

discussions indicated the primary reason for participants' withdrawal was declining personal motivation and lessened commitment to class attendance and completion of course of study. Younger participants were affected by the gap between expectations and reality of attending the course and a lack of clarity in terms of personal goals. Part-time participants were dissatisfied with their course of study, content, and way it was taught. Withdrawing students named these major reasons for withdrawing: changed career plans; acceptance at an alternative training provider; full-time employment; no time to study; and difficulty with the workload. Suggested strategies to apply to at-risk students and courses were improved pre-enrollment information; selection interviews; comprehensive student orientation program; processes to follow up on students who withdraw; contact students who miss a specific number of classes; provide students with notes from missed classes; and referral. (YLB)

ED 456 327

CE 082 308

Walsh, Anne

Problems to Problematics: A Journey.

PUB DATE- 01

NOTE- 5p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Career Change; Career Development; Developed Nations; Electrical Occupations; *Employed Women; Foreign Countries; Identification (Psychology); *Individual Development; *Intellectual Development; Job Satisfaction; Midlife Transitions; *Personal Narratives; Reminiscence; Role Perception; Self Actualization; Self Concept; *Teacher Researchers; *Theory Practice Relationship

IDENTIFIERS- *Australia

This paper describes the journey of a former female electrician turned technical and further education teacher turned professional development officer who is now completing her PhD. It also describes the challenges she overcame to make the transition from tradesperson to researcher. It is a personal account of discovery. It describes the most important relationship between role changes and professional growth. Most importantly, this paper develops the argument that without sustained access to purposeful conversations that promote higher order thinking skills, teachers are unlikely to become able to see their work as problematic and identify their practices as research. (YLB)

ED 456 328

CE 082 309

Watson, Louise

Who Pays for Lifelong Learning?

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, South Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
 DESCRIPTORS- *Clinical Diagnosis; *Counseling; Counselors; *Cross Cultural Training; Cultural Pluralism; Intergroup Relations; Psychologists; Social Integration; Social Workers; Theory Practice Relationship
 IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders
 Many counselors, social workers, and psychologists routinely use the DSM-IV-TR as a basis for most psychological diagnoses. This includes counselors' work with clients from diverse cultural backgrounds. Multicultural counseling theorists and practitioners are beginning to voice their concerns about finding a more appropriate alternative to the manual, a manual that is more inclusive of cultural differences while being compatible with counseling philosophy. Use of the DSM-IV-TR is a highly controversial issue in the counseling profession and yet the idea of an alternative may prove to be even more controversial. A review is included of some of the interdisciplinary social, cultural, and political issues surrounding its use as they pertain to any future alternatives. It describes some basic concerns that may be useful in understanding the nature of the controversy and in identifying any future alternative for multicultural counseling. It focuses on multicultural counseling as a human relations issue. (Contains 76 references.) (JDM)

ED 456 346

CG 031 105

Shinoda, Kevin Seiji
 Children of Divorce: The Impact on Classroom Behavior.
 PUB DATE- 01
 NOTE- 63p.; Master's Thesis, Biola University.
 LANGUAGE- English
 EDRS Price- MF01/PC03 Plus Postage.
 PUB TYPE- Dissertations/Theses - Master Theses (042)
 DESCRIPTORS- Behavior Problems; *Divorce; Elementary Education; *Elementary School Students; Elementary School Teachers; Elementary Schools; Emotional Adjustment; *Family Influence; Helping Relationship; Literature Reviews; Parent Child Relationship; School Role; Student Behavior; Teacher Role
 This paper presents research on the influence of divorce on the classroom behavior of school-aged children. It attempts to uncover some contributing factors that may play a role in how a child deals with divorce. It explores the role of the teacher and school in the intervention and discusses what teachers have observed in working with children of divorce. Data were gathered from a literature review and from interviews with 48 elementary school students. Ten teaching professionals were interviewed about their experiences working with children from divorced families. The literature review suggests that the major contributing factors that may play a role in how a child responds to divorce are parental conflict; parental involvement; family structure; and economic strain. Professionals report that children of divorce have more difficulty behaviorally and academically. They also suggest that children from divorce are more aggressive; pushy; needy for attention; physical; and have difficulty controlling their anger. Schools can play a major role in helping children deal with divorce and can help promote a child's adjustment to the new situation as described in the interviews with professionals. Teachers need to have close contact with parents, provide an environment of love and acceptance, and work to instill confidence in each of these children. (Contains 8 appendixes and 79 references.) (JDM)

innovative teaching resource that uses the universal language of the arts for drug prevention. By creating murals with drug prevention themes, elementary and secondary school students can engage in a fun activity that fosters cooperation and critical thinking, and encourages creative expression. The packet contains background information to assist teachers in conducting the Murals Reflection project. The project is designed to be used as part of an anti-drug education program and can be used in any youth serving setting. Suggestions are provided for involving parents, families, and communities in the program. Complete kit includes 10-minute video explaining the program and illustrating how murals were created in several classrooms. (JDM)

ED 456 373

CG 031 141

Borges, Nicole J.; Jones, Bonnie J.
Personality Factors and Occupational Specialty Choice.

PUB DATE- 01

NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Choice; *Career Guidance; Curriculum Development; Family Practice (Medicine); Graduate Medical Students; Higher Education; Personality Assessment; *Personality Traits; *Physicians

This study is a continuation of an earlier investigation of personality and medical specialty choice. The earlier study determined that personality differences existed among family practitioners, anesthesiologists, and general surgeons. Based on this initial research, an attempt was made to answer the question of how the personality factors of premedical students who later chose the medical specialty of family practice compared to the personality factors of current family practitioners. The student group consisted of 75 premedical students who chose the medical specialty of family practice. The physician group consisted of 58 family practice physicians. Analysis revealed that the personality profiles for both premedical students who chose family practice and for family practitioners were within the average range on all 16 factors except for Reasoning. Family practitioners are more abstract than concrete in their reasoning abilities. Premedical students fell within the average range for Reasoning and are thus more closely related than the family practitioners to the general population norm group. The results lend support for linking personality and medical specialty choice. Information about personality and medical specialty could be integrated into career development courses for premedical students and used as a mechanism for improving professional identity. (JDM)

ED 456 374

CG 031 144

Karp, Marshall J.
Counseling Compulsive Resume Addiction.

PUB DATE- 01

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

dissemination of the ideas presented at the conference, and to provide the authors with an international platform for communicating their ideas. The presentations include the following: (1) "Retaining Knowledge Workers: Connecting Individual Well-Being and Organizational Performance" (Deborah P. Bloch); (2) "Dancing through the Emotional Aspects of the Career Search" (Robert C. Chope); (3) "Mothers and Daughters: Connections, Curricula, and Careers" (Sally Gelardin, Stephanie Vandriok, and Dolores LaGuardia); (4) "21st Century Digital Resources for Career Planning across the Lifespan" (Mary Gumlia, Betty Hopperstad, and James Weston); (5) "Get the Balance Right" (Rebecca Jaurigue Haddock); (6) "Flexible Work Arrangement: Guiding Our Clients through the Maze" (Karen Hanen); (7) "Creating Lifespan Balance: Redefining Career Success and Reinventing Retirement" (Helen Harkness); (8) "Hand-Me-Down Dreams: Integrating Family Perspectives into Career Counseling" (Mary H. Jacobsen); (9) "Loving Them as They Are: Helping Parents Break the Cycle of Hand-Me-Down Dreams" (Mary H. Jacobsen); (10) "The Yoga of Work: Strategies for Right-Livelihood from the World's Wisdom Traditions" (E. H. Rick Jarow); (11) "Mastering Life Work Transitions: Using the Internet To Find Your Dream Job" (Deborah L. Knox and Sandra S. Butzel); (12) "Life after IBM: A Survey" (Carol Mason); (13) "Start Your Own Radio Show on Career Development" (Liz Plotkin and Gail Nicholson); (14) "Is Licensure in Your Future?" (Dean Porter, Mary Clare, & Susan Zgliczynski); (15) "Addressing the Relationship between Career Development and Spirituality When Working with College Students" (Joanna Royce-Davis); (16) "Leveraging Advantage: Career Education Strategies for Disenfranchised Students" (Darryl T. Stevens and Michael Guest); (17) "Partnerships: Integrating the Career Center and Academic Units" (Ruth White and Jonne Kraning); and (18) "Helping Women Shape a Career Path and a Life That Works" (Caitlin P. Williams). (MKA)

ED 456 395

CG 031 199

Bloch, Deborah P.
Retaining Knowledge Workers: Connecting Individual Well-Being and Organizational Performance.

PUB DATE- 01

NOTE- 9p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Congruence (Psychology); *Employees; Job Satisfaction; *Measures (Individuals); *Organizational Effectiveness; *Well Being

Knowledge workers are the critical mass of people throughout an organization who hold the mental models of how and why things are done as they are as well as how and why to change them. Given that the retention of these workers is a key concern to organizations in every industry, what can be done about worker retention? This paper presents a diagnostic instrument, the Salient Beliefs Review: Individual Well-Being and Organizational Performance Indicators (SBR). The SBR is used to assess the potential for worker satisfaction with an organization. The theoretical background of this instrument develops the concept that the greater the congruence between the outstanding beliefs of the individual and the policies and

introduction of mother tongue syllabi for vocational schools in which 40% of class time is devoted to reading literature. The new selection of recommended readings is better suited to the reading interests and abilities of vocational school students. The same goes for the reading strategies and reader response stimuli in the new textbooks. This paper outlines the specific changes that have been made by presenting a selection of works of literature from the new textbooks and the reading strategies taught to connect reading with comprehension, visualization, knowledge, and expression. The paper also presents the results of an empirical study conducted with teachers and students of vocational schools. It points at examples of a modern and holistic curriculum design which encourages reading and striving for personal fulfillment in those students who have so far often been neglected in this respect. (NKA)

ED 456 417

CS 014 460

Oakley, Grace
Things Young Children Can Do with an Electronic Talking Book...Maybe.

PUB DATE- 01

NOTE- 6p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Childrens Literature; Class Activities; *Electronic Text; Primary Education; *Talking Books

It has been suggested (Labbo, 2000) that CD-ROM "electronic talking books" may be helpful in supporting the literacy development of young children. However, teachers are often short of strategies for using these relatively new resources. In this paper based on a workshop, the strategies suggested by Labbo and others are investigated. Problems teachers may face in implementing these strategies are also discussed, as are some possible solutions to these problems. (RS)

ED 456 418

CS 014 461

Colorado Model Content Standards for Reading and Writing:
Suggested Grade Level Expectations.

PUB DATE- 01

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Elementary Secondary Education; Public Schools; *Reading Achievement; Skill Development; *State Standards; *Student Educational Objectives; *Writing Achievement
IDENTIFIERS- *Colorado; Grade Level Evaluation; Student Expectations

This booklet outlines the model content standards in reading and writing for students in the state of Colorado. The booklet cites the following six standards for public school elementary and secondary students: (1) students read and understand a variety of materials; (2) students write and speak for a variety of purposes and audiences; (3) students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling; (4) students apply

to emphasize this personalized connection. It outlines 7 basics of punctuation which students need to learn to use, to attain clarity in writing. Finally, the paper discusses 10 criteria from the psychology of learning which should be used in teaching punctuation to students. (SR)

ED 456 440

CS 217 669

Williams, Monica
Constructing Gender: Female Identity Realized in Popular Culture.
PUB DATE- 01

NOTE- 10p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Females; Foreign Countries; *Literacy; Middle Schools; *Popular Culture; *Popular Music; *Sex Role; Units of Study

IDENTIFIERS- *Critical Literacy; *Functional Grammar

The workshop described in this paper combines critical literacy and functional grammar and is intended for educators who may not be familiar with either pedagogy. The paper discusses a unit of work that was designed for a year 9 English class. It focused on how females have been constructed in pop songs since 1950 and how that construction has changed over the last half a century. The most significant result from the research was the discovery that year 9 students are capable of sophisticated text analysis. Also the research clearly demonstrated that critical literacy and functional grammar complement each other as approaches to literacy education. (RS)

ED 456 441

CS 217 670

Edwards-Groves, Christine J.
Lessons from the Classroom: What We Learn about Effective Pedagogy from Teacher-Student Interactions.

PUB DATE- 01

NOTE- 28p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feesibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; Elementary Education; *Instructional Effectiveness; *Literacy; Professional Development; *Teacher Behavior; *Teacher Student Relationship; *Verbal Communication

Teachers have always understood the critical significance of good teaching to their students' learning. However, the practical question for teachers is what this looks like in actual classroom lessons and how they shape a culture of authentic learning in schools, which prepares young people for tomorrow's world. Essentially, this paper establishes what lessons can be learned about literacy practices by looking at classroom talk. It simply focuses on the efficacy of classroom literacy lessons by assembling the information about what is and can be accomplished by the talk of the classroom and by demystifying

Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Autobiographies; *Biographies; *English Instruction; Personal Narratives; Secondary Education; Units of Study

Stories consume lives and lives become stories. A unit of study examines the creation of self in autobiographies and biographies looking closely at how we construct a life from the fragments of human experience and memory. This paper looks briefly at the different theoretical perspectives about biography and autobiography, following closely the ideas presented in David McCooney's "Artful Lives," and then show how these perspectives can be taught in the classroom through a series of exercises. The unit uses a variety of genres and modes to explore the way the self is constructed, including film, eulogy, reviews, and obituaries as well as the autobiographies and biographies. Suggestions for suitable teaching texts are offered. (Author/RS)

ED 456 462

CS 510 550

Milgrim, Sally-Anne

Dealing with Life's Dilemmas: Exploring Values through English and Drama.

PUB DATE- 01

NOTE- 225p.; Originally published as "Plays To Play with in Class" except "Happy Birthday?" (1985, Milgrim and Kugler).

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Creative Works (Literary and Dramatic) (030), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adolescents; Class Activities; Classroom Techniques; Conflict; *Critical Thinking; *Drama; *English Instruction; Group Activities; Instructional Innovation; Moral Development; Scripts; Secondary Education; *Values

IDENTIFIERS- *Drama in Education; Life Coping Skills; *One Act Plays

The nine original one-act plays in this collection are meant to be performed in the classroom or at any social gathering where an informal reading or enactment by a group can take place. The plays touch on a number of conflicts that people may encounter when seeking independence; looking for jobs; trying romance; relating to family members; contending with prejudice, humiliation, or the drug scene; and attempting to make morally sound decisions. Each play in the collection encourages people to use their literacy ability as they become involved in tasks that challenge their reading, writing, speaking, and listening skills. Not only are they asked to volunteer as performers and directors, but when the play is halted at a key moment in the drama, they are invited to write the conclusion out of their own morality and imagination. For the plays in the collection, there is no right or wrong ending, though students might wish to challenge the author when the play is finished or find other ways of making the plays come alive. A glossary of useful drama terms is included. Probing questions and activities designed for the higher levels of comprehension follow each play; these activities were developed as a result of suggestions made by teachers and students across the country. (NKA)

identifying the academic and intercultural benefits provided by a well rounded debate education. The second section provides narrative documentation of the international travel done by the Arkansas State University Speech and Debate Team along with the benefits gained as a result of its travel. The third section presents a list of international events available to anyone wishing to take advantage of the gains provided by international debate exposure. Contending that the time has come for people to begin eliminating borders through effective education, the paper focuses on competitive debate as a "wonderful place to start." (Contains 11 references.) (NKA)

ED 456 485

CS 510 635

Hertzberg, Margery
Using Drama To Enhance the Reading of Narrative Texts.

PUB DATE- 01

NOTE- 10p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Active Learning; Characterization; Class Activities; *Drama; Elementary Education; Nonverbal Communication; *Reading Improvement; *Reading Skills

IDENTIFIERS- Narrative Text

The language of drama (movement, sound, and energy) is as old as drama itself. Its place within a multiliteracies framework needs to be articulated because drama is another medium that can be used to help students interpret and communicate the meanings of themes in narrative texts (Pascoe, 1999; Wagner, 1998). The process of enactment enables students to see things from different perspectives, to experience someone else's reality. To take on the role of a character challenges students to develop empathy for the motivations and/or reasons for their actions in an important way that is quite unique to drama. This paper describes a practical workshop that examines how the non-verbal language inherent in sculpting and "still image" drama strategies enables students to explore and question narrative texts and, at the same time, actively engage with the themes and issues that emerge. In addition, some findings from the author's research in this area will be presented. Prominence in this section will be given to the children's voices as the author analyzes what they said about their learning when engaged in the process of drama. (Contains 11 references.) (Author/RS)

ED 456 486

CS 510 636

Stiff, Carol Wilcox
School Violence: Getting the Records.

PUB DATE- 01

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Information; *Court Litigation; Elementary Secondary Education; *Information Sources;

Howley-Rowe, Caitlin
Bowman Elementary: A Case Study of the Quest Network.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Case Studies; Educational
Change; *Educational Improvement; Elementary Education; Public
Schools; Teacher Morale; Writing (Composition)
As part of its Regional Educational Laboratory contract to
develop a framework for continuous school improvement in its
four-state region, AEL, Inc., staff designed the Quest project.
Formative evaluation had revealed the high level of
satisfaction participants had with Quest and the great extent
to which the project met its goals at each event. A case-study
method was used for summative evaluation of the Quest project.
This case study examines the impact Quest made at Bowman
Elementary, a K-5 public school. The school has an enrollment
of about 530 students, 73 percent of whom are African American.
Sixty-three percent qualify for free or reduced lunch.
Interviews, a focus group, and means on the Innovation
Configuration Checklist revealed that Bowman Elementary had
been highly involved in Quest, from attending network events
regularly to implementing continuous improvement strategies
learned during project gatherings, to providing technical
assistance to other network schools. Among the conclusions
drawn was the observation that the school appears to have
possessed several advantages prior to involvement in Quest that
helped to support and sustain the school's participation. On
the individual level, participants reported that they engaged
in more reflection about education, change, and their own
contributions to the school than they had prior to involvement.
Appendixes include the Quest brochure and framework for
continuous improvement, Quest team member individual-interview
protocol, faculty group-interview protocol, student focus-group
protocol, and questionnaires. (Contains 40 references and 6
tables.) (DFA)

Howley-Rowe, Caitlin
Bending Knee Elementary: A Case Study of the Quest Network.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 00
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Educational Change;
*Educational Improvement; Elementary Education; *Public
Schools; *Teacher Morale; Writing (Composition)
As part of its Regional Educational Laboratory contract to
develop a framework for continuous school improvement in its
four-state region, AEL, Inc., staff designed the Quest project.
Formative evaluation had revealed the high level of

such as balancing and stabilizing the educational system, concentrating on quality and how to evaluate it, and creating clear rules without undermining initiative and creativity. Schools have been given greater autonomy. Challenges needing to be addressed include balancing power shared between state and schools and between schools and headteachers, redefining the role of the Ministry of Education, and creating structures and policies whereby the entities within the educational system can perform self-evaluation, improve systemic consistency and competency, and allow for professional development. The Czech Republic has become involved in several international organizations to obtain resources for practical educational reform. Implementation of many reform projects, however, has been slow, and degrees of success vary. Czech education will need to undergo another series of fundamental changes soon. The White Book, currently in draft, will address upcoming issues in school management, evaluation, and monitoring. (Contains 23 references.) (RT)

ED 456 526

EA 031 199

Achieving Educational Equality for Australia's Aboriginal and Torres Strait Islander Peoples. Revised. Discussion Paper.

PUB DATE- 00

NOTE- 63p.; Produced by the MCEETYA Taskforce on Indigenous Education.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cultural Awareness; Cultural Differences;

*Educational Discrimination; Elementary Secondary Education;

*Equal Education; Foreign Countries; *Indigenous Populations;

Postsecondary Education

IDENTIFIERS- *Aboriginal Australians; *Australia

The Australian Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) established the Taskforce on Indigenous Education to address issues of educational inequity for aboriginal and Torres Strait Islander peoples. It had a number of terms of reference, including providing advice to Ministers on making these issues a matter of urgent national priority. This discussion paper is a result of Taskforce consultative actions in raising the profile of Indigenous education and highlighting the need to improve educational equity. The Taskforce commends this paper and encourages all involved in the education of Indigenous students to explore the issues raised and to foster greater progress. Appendix 1 describes the National Aboriginal and Torres Strait Islander Education Policy; Appendix 2 is the Adelaide Declaration on National Goals for Schooling in the 21st Century (1999); Appendix 3 is an extract from draft minutes on the 10th MCEETYA 1999 decision; Appendix 4 is a Taskforce membership list; Appendix 5 gives Taskforce terms of reference; Appendix 6 is statistical details; Appendix 7 gives different perspectives on the nature and purpose of education; Appendix 8 reports preliminary outcomes of strategic results projects; and Appendix 9 states the 1992 COAG National Commitment to Improved Outcomes in the Delivery of Programs and Services for Aboriginal Peoples and Torres Strait Islanders. (Contains 36 references.) (RT)

ED 456 527

EA 031 200

Somerville Charter School: Management Issues and Recommendations.

PUB DATE- 01

IDENTIFIERS- New Zealand

In 1987 New Zealand faced multiple economic problems and high unemployment. A flexible and responsive education system was needed to produce the skills, attitudes, and learning required for New Zealand's future. The primary objective was decentralizing authority to school level. This book emphasizes the process of successful reform, rather than the impact on learning outcomes. The emphasis for change was on kindergarten through eighth grade. The first section concentrates on the economic and political context for change, including the Prime Minister's efforts to enlist public support and provide clear guidelines for implementing the reforms. The second section considers the implementation process. Necessary preconditions, planning procedures, and the importance of public entrepreneurs are discussed. How consensus building, early communications strategies, conflict resolution, and compromise overcame even a change of government is explained. Also discussed is the way in which the reforms were rapidly put into effect before the next election cycle. The third section considers the unresolved issues of teacher labor relations, funding levels, local control issues, and learning outcomes. There is also a review of lessons learned for any reform initiated by government leaders. (Contains 43 references.) (RKJ)

ED 456 546

EA 031 245

Slavin, Robert E.

How Title I Can Become the Engine of Reform in America's Schools.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- 99

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Change; Elementary Secondary Education; Models

IDENTIFIERS- *Elementary Secondary Education Act Title I

While the majority of Title I funding should continue to support essential professional and paraprofessional staff in high-poverty schools, both existing and new Title I funds should increasingly support schools in adopting effective instructional programs and improving professional development. Children in Title I schools need 6 hours or more of high-quality instruction every day, not 40 minutes of remediation. It is time that Title I became the engine of reform in high-poverty schools, helping them adopt programs based on the best research, development, and dissemination practices. Title I can become an effective way to achieve funding for schoolwide change. Staff can choose from proven and replicable programs. Comprehensive or whole-school reform may be preferred. Or more focused programs targeting reading, math, early childhood, tutoring, classroom management, study skills, parent involvement, or school-to-work may be selected. Title I has become more flexible. Currently schools with at least 50 percent of its students qualifying for free or reduced prices lunches can become schoolwide projects with schools selecting the program to be used. Title I could also help by funding further evaluation on the effectiveness of current and new, but promising, programs. This report includes a review of programs for whole-school change, including the evidence of their effectiveness. (Contains 47 references.) (RKJ)

ED 456 566

EA 031 298

Wood, R. Craig; Thompson, David C.

Educational Finance Law: Constitutional Challenges to State Aid Plans--An Analysis of Strategies. Second Edition. NOLPE Monograph Series, No. 58.

PUB DATE- 96

NOTE- 138p.; NOLPE became the Education Law Association. For first edition (1993), see ED 363 918.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feeability (142)

DESCRIPTORS- *Court Litigation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Legal Problems; *School Law; *State Aid; State Courts; State Legislation

IDENTIFIERS- *Funding Formulas

The rationales for various state-finance distribution formulas, from 1896 to the present, are explained along with the rationales of the lawsuits questioning their validity. Chapter 1 describes attempts at financial equity from 1896 to the 1950s. Chapter 2 examines the current status of financing public education, emphasizing a state's obligation to provide equal educational opportunity despite the vast differences in the distribution of wealth from one district to another. Chapter 3 examines state and local revenues and the equity for taxpayers and students. Chapter 4 explains the types of distribution formulas, the state methods of aiding compensatory education, and state cost-equalization schemes. Chapter 5 explains statistical techniques used to estimate the degree of equity achieved. Chapter 6 shows the rationales used to challenge a state's financial formula. Chapter 7 describes specific lawsuits from "Serrano v. Priest" to "San Antonio v. Rodriguez." Chapter 8 examines contemporary challenges since "Rodriguez." Chapter 9 surveys current litigation strategies that have been successful. Chapter 10 offers predictions for future educational finance issues. A useful appendix includes each state's constitutional wording for education and equity concerns. (RKJ)

ED 456 567

EA 031 301

Podgursky, Michael; Ballou, Dale
Personnel Policy in Charter Schools.

PUB DATE- 01

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- *Charter Schools; Comparative Analysis; Elementary Secondary Education; *Innovation; *Personnel Evaluation; *Personnel Policy; Public Schools; State Regulation; *Traditional Schools

A random sample of 200 charter schools that had been in operation for at least 3 years was chosen from the National Charter School Directory. Charter schools were sent a survey of personnel policies. When 132 charter schools responded, the information was compared to a random sampling of traditional schools. In the seven states covered by the study, the charter schools were exempted from many state regulations and were freed from collective-bargaining agreements unless the charter school faculty chose to unionize. There was evidence of major differences between charter schools and traditional schools in

placement of culturally and linguistically diverse (CLD) preschool students with disabilities. The document discusses the need for providers to be aware of the individual needs generated by disabilities and their interaction with early development and take specific cultural and linguistic information into account as they assess development and learning. It describes specific considerations that should be reviewed prior to making a non-parental referral to special education, including language factors, cognitive factors, social/emotional factors, and motor development. Steps for providing services are then explained and include: (1) referral made to the Committee on Preschool Special Education (CPSE); (2) consent for evaluation obtained from parent; (3) evaluating agency selected by parent; (4) child evaluated by a multidisciplinary team; (5) CPSE meeting held; and (6) IEP development. Language instruction strategies for preschool children with disabilities are provided for each level of English proficiency. The document closes with requirements for the annual review and for transition to the school-age program. Appendices include sample developmental milestones, a home language questionnaire, a list of detailed steps for data collection, New York teacher certification requirements for bilingual education, and a list of resource network contacts. (Contains 28 references.) (CR)

ED 456 586

EC 308 570

Lundy, Donna S., Ed.

Florida Journal of Communication Disorders, 1999.

PUB DATE- 99

NOTE- 63p.; Published annually. For the 1998 issue, see ED 438 686.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; *Auditory Evaluation; Bilingual Students; Black Dialects; Case Studies; Children; Evaluation Methods; Genetics; *Hearing Impairments; *Language Impairments; Screening Tests; *Speech Impairments; Speech Language Pathology; *Speech Therapy; Student Evaluation; *Stuttering; Test Reliability; Voice Disorders

This issue contains eight articles that represent information on a variety of highly specialized topics involving communicative sciences. Articles include: (1) "The Reliability of the Kay Elemetrics Multidimensional Voice Program (MDVP) for Acoustic Analysis of the Normal Voice" (Ann Marie Cimino and Christine M. Spiezna), which focuses on the reliability of using the Multidimensional Voice Program for objectifying normal and abnormal voices; (2) "A Case Study of an Adolescent African American English Dialect Speaker with a Language Disorder" (Linda I. Rose-Lugo, Kenyatta O. Rivers, and Dona L. Hedrick), which highlights the differentiation of the disorder for the variation in dialect; (3) "Matching Stuttering Therapy Procedures with Clients: A Preliminary Investigation" (Dale F. Williams), which details the importance of matching the specific technique to the individual needs of the patient; (4) "A Case Example of a Bilingual Evaluation: A Tutorial" (Alejandro Brice and Celeste Roseberry-McKibbin), which presents a case study and details the necessary components of a comprehensive assessment; (5) "Voice and Swallowing Considerations after Laryngotracheal Reconstruction in Children" (William R. Spencer and Gary D. Josephson), which discusses the various surgical approaches to subglottic

system-change strategies related to the implementation of an effective school-based special education program for students with behavioral disorders; and (3) to disseminate the outcomes of the training project on a regional, state, and national level. The program is in its third year of implementation and includes customized courses in special education law and curriculum, instruction, and program design, leadership institutes on specially selected topics, a year-long practicum, and individual portfolios for demonstration and evaluation of the applied competencies. A total of 38 participants have been served and now show competencies in the learning and behavioral characteristics of students with disabilities, knowledge and skill in supervision of staff in inclusive classrooms, skill in financial analysis and management of special education programs, knowledge of special education law, and knowledge of best practice on inclusive programs. (Contains 33 references.) (CR)

ED 456 605

EC 308 590

Schirduan, Victoria; Case, Karen I.
Mindful Curriculum Leadership for Students with Attention Deficit Hyperactivity Disorder (ADHD): Leading in Elementary Schools by Using Multiple Intelligences Theory (SUMIT C).

PUB DATE- 01

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Attention Deficit Disorders; Case Studies; Curriculum Design; Curriculum Development; Elementary Education; Hyperactivity; Intelligence Differences; Multiple Intelligences; Self Concept; Traditional Schools

This paper provides an example of how elementary school curriculum leaders can be mindful of student intelligences and can utilize the strengths of their student populations. It presents the findings from a national study that examined how 17 schools using a curriculum based on Multiple Intelligences Theory improved the self-concept and positive learning outcomes of students with attention deficit hyperactivity disorder (ADHD). The research examined the predominant intelligences, self-concept, and achievement levels of 87 elementary students with ADHD and sought to determine their levels of success in School Using Multiple Intelligences Theory (SUMIT). The study found that the intelligences of students with ADHD in SUMIT sites were not intelligences that are emphasized in the traditional school setting. Elementary students with ADHD who attended SUMIT sites reported an average self-concept, contradicting the widely held belief that low self-concept can be noted among students with ADHD. Teachers reported average achievement levels for students with ADHD, which indicated that students with ADHD in SUMIT sites fare better than students in traditional elementary schools. The study also found that students with ADHD in SUMIT sites felt positive with regard to academic tasks. A case study of one SUMIT site is presented. (Contains 13 references.) (CR)

ED 456 606

EC 308 591

ElHessen, Souraya Sue
Self-Efficacy and Career Choice among Students with Physical

additional references and resources and supplemental materials to help develop IPM programs in Pennsylvania schools. (GR)

ED 456 626

EF 005 876

Head Start Center Design Guide.

SPONS. AGENCY- National Head Start Training and Technical Assistance Center, Silver Spring, MD.

PUB DATE- 00

NOTE- 150p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Interior Design; Preschool Education; School Construction; Site Development

IDENTIFIERS- Building Codes; Building Standards; *Project Head Start

This guide contains suggested criteria for planning, designing, and renovating Head Start centers so that they are safe, child-oriented, developmentally appropriate, beautiful, environmentally sensitive, and functional. The content is based on the U.S. General Services Administration's Child Care Center Design Guide, PBS-PI40, which was intended for use in developing GSA child care centers and expanding or renovating existing ones. It discusses the groups and processes that may be involved in planning and designing a Head Start Center, standards for design and operations, and the goals and objectives for center design and operation. Other chapters include topics on planning location and space; site design; interior space design; furnishings and equipment, including references to applicable codes and regulations; interior finishes; and suggested technical criteria for the design and construction of elements and systems in the center. Appendices list commonly used terms in the construction industry, applicable Head Start Program Performance Standards and guidance, information on metric conversion, and appropriate plantings for the vicinity of centers serving children. (Contains 31 references.) (GR)

ED 456 627

EF 005 880

Taylor, Matthew D.; Snell, Lisa

Innovative School Facility Partnerships: Downtown, Airport, and Retail Space. Policy Study No. 276.

PUB DATE- 00

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Schools; Elementary Secondary Education; *Partnerships in Education; Public Schools; *School Expansion; *Site Selection; Urban Schools

IDENTIFIERS- California

This document examines three locations that schools have utilized in partnership with private enterprises to help ease school overcrowding: downtown areas, airports, and malls. The downtown model serves students whose parents work in a downtown area. The mall model targets high school students who want an alternative education with job training. The airport model provides a school with space on airport grounds so that students of airport employees can attend school. These

providing scaffolding for each other's learning during dyadic verbal interaction on a dictogloss task. Participants in the study were 19 English-as-a-Second-Language students from China, Hong Kong, and Korea, who studied at a girl's school in Singapore. The researchers examined the students' exchanges for the presence of discourse strategies that occur in the zone of proximal development. To understand the students' socio-affective responses to collaborative work and the effect of these responses on the quality of their dyadic interaction, data were collected via student journals, questionnaires, and interviews. Findings suggest that the second language students were capable of providing assisted performance, though in many ways that are different from that given by experts to novices in the traditional notion of scaffolding. Further, the socio-affective factors may also play a key role in the success or failure of scaffolding. The implications of this study makes the case for the validity of student-student interaction as a tool for second language learning, while suggesting the need for collaborative skills to be taught and for students to understand the value of cooperation. (Contains 15 references.) (Author/KFT)

ED 456 650

FL 026 875

Brainard, Sherri, Ed.

Studies in Philippine Languages and Cultures.

PUB DATE- 01

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Discourse Analysis; Foreign Countries; Grammar; *Linguistics; *Malayo Polynesian Languages; Syntax; Uncommonly Taught Languages; Verbs

IDENTIFIERS- Philippines; Sama Bangingi; *Sinama; Subanen

This issue of Studies in Philippine Languages and Cultures contains the following articles: "Functions of Locatives in Northern Subanen Expository and Hortatory Discourse" (Josephine Santos-Daguman); "Functions of Demonstratives in Sama Bangingi Expository Discourse" (John Blakely); "A Brief Look at Sinama Basic Verbs and Clause Structures" (Kristi Drake). (Contains 18 references.)

ED 456 651

FL 026 876

Byrnes, Heidi

Toward a Comprehensive Conceptualization of TA Education:

Contents, Commitments, Structures.

PUB DATE- 01

NOTE- 26p.; Paper presented at the Annual Meeting of the International Conference on Language Teacher Education (2nd, Minneapolis, MN, May 17-19, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Graduate Students; *Graduate Study; Higher Education; Participant Observation; Second Language Instruction; Second Language Learning; Teacher Education; *Teaching Assistants; Teaching Methods

IDENTIFIERS- Georgetown University DC

This paper focuses on the preparation of graduate students for teaching within graduate foreign language departments. Despite big changes and much effort that has gone into reforming the

and Education"; "Historical Bases of Arabic in Arab Education"; "Diglossia and the Arabic Language"; "Diglossia and 'Education-in-Arabic'"; "Arabic Language Policy and Planning"; "Arabic Language Planning Recommendations"; and "Future of Arabic and Future of Arabic Diglossia." (Contains 73 references and 39 notes.) (KFT)

ED 456 670

FL 026 921

Oxford, Rebecca
Integrated Skills in the ESL/EFL Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.; Full length article in "ESL Magazine," Vol. 6, No. 1,
January/February 2001.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071). Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *English (Second Language); *Language Skills; Second
Language Instruction; Second Language Learning; *Skill
Development; *Teaching Methods

IDENTIFIERS- Content Area Teaching; ERIC Digests

This digest focuses on teaching integrated skills in the English-
as-a-Second/Foreign-Language classroom (ESL/EFL). Segregated-
skill instruction is examined and two types of integrated-
skills instruction are highlighted: content-based instruction
and task-based instruction. The advantages of integrated-skill
instruction are discussed, and five steps for teachers to take
in integrating language skills in the ESL/EFL classroom are
provided. (VWL)

ED 456 671

FL 026 922

Pufahl, Ingrid; Rhodes, Nancy C.; Christian, Donna
What We Can Learn from Foreign Language Teaching in Other
Countries. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.; Based on "Foreign Language Teaching: What the United
States Can Learn from Other Countries" (December 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071). Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Educational Policy; *Educational Technology;
Elementary Secondary Education; *Foreign Countries; Heritage
Education; Language Maintenance; Language Tests; Second
Language Instruction; Second Language Learning; Student
Evaluation; *Teacher Education; *Teaching Methods

IDENTIFIERS- ERIC Digests

During the last decade, new efforts have aimed at improving
foreign language education in the United States. A recent study
concerned with the need to strengthen foreign language skills
among U.S. students examined the successes of other countries.
Conducted by the Center for Applied Linguistics, the study
collected information from 22 educators in 19 countries about
foreign language instruction in their elementary and secondary
schools. The countries represented in the study are Australia,
Austria, Brazil, Canada, Chile, Czech Republic, Denmark,

chapter contains references.) (SLD)

ED 456 692

HE 034 246

Delamont, Sara; Atkinson, Paul; Parry, Odette
Supervising the PhD: A Guide to Success.

PUB DATE- 98

NOTE- 289p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)

DESCRIPTORS- *College Faculty; *Doctoral Programs; Foreign
Countries; *Graduate Students; Graduate Study; Higher
Education; *Supervision

IDENTIFIERS- United Kingdom

This handbook is a practical guide for the novice and experienced
supervisor of Ph.D. students focusing on the British system.
The book is organized to follow the progress of a student from
starting out to a career after the viva voce examination. The
chapters are: (1) "A Most Persuasive Piece of Argument"; (2)
"Caught and Held by a Cobweb: Getting the Student Started"; (3)
"The Balance between Tradition and Progress: Designing and
Planning a Project"; (4) "Old Manuscripts: The Literature
Review"; (5) "Heavy and Thankless Task: Overseeing the Data
Collection"; (6) "Disagreeableness and Danger: Keeping Up the
Student's Motivation"; (7) "Contorted Corkscrew: The Getting
and Giving of Judgement"; (8) "An Emotional Excitement: Writing
Up the Thesis"; (9) "A Lack of Genuine Interest: Choosing the
Right External and Preparing the Student for the Examination";
(10) "The Brave Pretence of Confidence: Launching the Student's
Career"; and (11) "A Rather Unpromising Consignment: Selecting
Successful Students and Building a Research Culture." An
appendix lists sources for further reading. (Contains 167
references.) (SLD)

ED 456 693

HE 034 249

Kreiser, B. Robert, Ed.
Policy Documents & Reports. Ninth Edition.

PUB DATE- 01

NOTE- 326p.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Academic Achievement; Academic Freedom;
Accreditation (Institutions); Court Litigation; Distance
Education; *Educational Policy; Ethics; *Higher Education;
Intellectual Property; Labor Relations; Racial Discrimination;
Research; Standards; *Teacher Associations; Teaching
(Occupation); Tenure

IDENTIFIERS- *American Association of University Professors

This volume presents policy statements as they have been
formulated by standing and special committees of the American
Association of University Professors (AAUP) from 1940 to the
present. Also included are a number of reports on special
topics that have been approved by the AAUP for publication. The
AAUP has been engaged in developing standards for sound
academic practice and in working for the acceptance of these
standards for more than 85 years. The policy documents offer
guidance to all components of the academic community for the
development of institutional policy or the resolution of

PUB DATE- 01

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Basic Skills; Computer Literacy; Differences; Educational Assessment; *Educational Needs; Employer Attitudes; Employer Employee Relationship; Employment Qualifications; Entry Workers; High School Equivalency Programs; High School Graduates; Labor Force Development; *Needs Assessment; *Nonprofessional Personnel; Regional Characteristics; *Staff Development; State Surveys; Statewide Planning; Technological Advancement; *Workplace Literacy

IDENTIFIERS- *Virginia; Work Based Learning

A stratified random sample of Virginia's 4,000 employers with over 100 employees was surveyed about workplace-based foundational basic skills (oral and written communication, reading, math, thinking skills, teamwork, English proficiency, and basic computer literacy). A total of 446 surveys were sent with a usable response rate of 18 percent. Findings indicated that employers recognize in both current employees and applicants some basic skill needs; skill needs are exacerbated by new technology, new products, and changing markets, requiring increased performance from all employees; nearly 95 percent of workers have a general educational development (GED) credential or high school diploma; 80 percent of respondents offer tuition reimbursement; the perceived quality of training sources available (community colleges, colleges and universities, private vendors, adult learning centers, and GED programs) varied widely by region; respondents viewed applicant skills less favorably than current employee skills; and learning at work was an investment most often made in the most educated employees. (Eighteen figures illustrate respondents by region and organizational size; functions performed by sites; percentage of tuition reimbursement; pre-employment assessment; full-time employees; average turnover; with diploma or GED; basic skills of employees and applicants; basic skills by region; likelihood of training in next 24 months; use of formal in-house training; use of local training provider; quality of local training and educational services; and impact of local business climate.) (YLB)

ED 456 213

CE 082 087

Career Technical Education: An Essential Component of the Total Educational System.

PUB DATE- 01

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Education; *Career Development; *Career Education; Education Work Relationship; Educational Needs; Educational Philosophy; Educational Practices; *Educational Trends; Employment Potential; Futures (of Society); Global Approach; Integrated Curriculum; *Job Skills; Postsecondary Education; School Business Relationship; Secondary Education; Standards; Technical Education; *Vocational Education

IDENTIFIERS- *Career and Technical Education

Career technical education is an essential component of the total educational system in the United States and is critical to the country's ability to compete in a global economy. Career

Education were established at the University of Minnesota and The Ohio State University, respectively, in 1999. The centers operate as a consortium with primary and associate partners. Through the centers, the partners work collaboratively to study and improve the field of career and technical education (CTE). Consistent with the U.S. Department of Education, Office of Vocational and Adult Education's request for proposal (RFP) and the centers' proposals in response to that RFP, the centers have focused their programs of work in the following areas: accountability and program improvement; academic and vocational skills and knowledge; educational technology and distance learning methods; curriculum integration strategies; and professional development. During their first year of operation, the centers have conducted extensive research efforts in their major areas of focus and worked to make the information they collect available to CTE professionals and policymakers on the centers' Web sites and through various publications. The centers are also implementing programs designed to improve CTE professionals' leadership skills and assist them in translating research to practice. (A list of the centers' advisory councils members, a participant directory, and 17 endnotes are included.) (MN)

ED 456 229

CE 082 180

Lookwood, Fred, Ed.; Gooley, Anne, Ed.
Innovation in Open & Distance Learning: Successful Development of
Online and Web-Based Learning.

PUB DATE- 01

NOTE- 227p.; Published by Kogan Page Limited.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- Access to Education; Adult Education; Case Studies;
Change Strategies; Computer Uses in Education; Conventional
Instruction; Cost Effectiveness; Delivery Systems; *Distance
Education; Educational Change; Educational Finance; Educational
Opportunities; Educational Research; Educational Technology;
Evaluation Methods; Foreign Countries; Futures (of Society);
Information Networks; *Innovation; *Instructional Development;
Instructional Materials; Learning Processes; Lifelong Learning;
*Online Courses; Online Systems; *Open Education; Postsecondary
Education; Program Costs; Program Development; Research
Utilization; Student Evaluation; Teacher Attitudes; Teacher
Improvement; Teacher Student Relat Australia; Germany; Hong
Kong; India; Netherlands; New Zealand; *United Kingdom; United
States; *Web Based Instruction

IDENTIFIERS- Australia; Germany; Hong Kong; India; Netherlands;
New Zealand; *United Kingdom; United States; *Web Based
Instruction

This book contains 19 papers examining innovation in open and
distance learning through development of online and World Wide
Web-based learning. The following papers are included:

"Innovation in Distributed Learning: Creating the Environment"
(Fred Lookwood); "Innovation in Open and Distance Learning:
Some Lessons from Experience and Research" (Bernadette
Robinson); "The Influence of Teacher Beliefs on Flexible
Learning Innovation in Traditional University Settings" (Edward
Peter Errington); "Promoting Innovation and Change in a
'Traditional' University Setting" (Claire McLaughlin-Smith,
Cathy Gunn); "Making a Virtue of Necessity--Low-Cost,
Comprehensive Online Teaching and Learning Environment" (Bruce
King); "Experimenting in Lotus LearningSpace" (Sheila Tyler,
Mike Green, Claire Simpson); "Generic Structures for Online

welfare-to-work program. Usually, these independent effects of the participation were not captured by estimates of welfare-to-work program impacts, because program impacts were measured conditional on the actual showing up of those required to participate. Outcomes for two groups were compared: one required to show up for a welfare-to-work program orientation but subsequently excused from participation in welfare-to-work program activities and another control group that was not required to show up for the initial orientation. Analyses found larger effects of the mandate for welfare recipients who were more job-ready and for programs operating in healthier labor markets. Evidence also indicated that response to a mandate increased with the strength of the enforcement and the level of penalties for noncompliance. (Contains 13 references.) (YLB)

ED 456 245

CE 082 221

Bloom, Susan Philipson, Ed.
Jobs-Plus Site-by-Site: An Early Look at Program Implementation.
A Jobs-Plus Working Paper.

SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.; Department of Health and Human Services, Washington, DC.; Joyce Foundation, Chicago, IL.; Surdna Foundation, Inc., New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Rockefeller Foundation, New York, NY.; James G. Irvine Foundation, San Francisco, CA.; Northwest Area Foundation, St. Paul, MN.; Ford Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; ARCO Foundation, Los Angeles, CA.; Open Society Inst., New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Ambrose Monell Foundation, New York, NY.; Grable Foundation, Pittsburgh, PA.; Department of Labor, Washington, DC.

PUB DATE- 00

NOTE- 158p.; Edited with Susan Blank. Contributors are: Susan Philipson Bloom, Crystal Dunson, Sandy Gerber, Earl Johnson, Linda Kaljes, Carolina Katz, Edward B. Liebow, George Mitchell, Theresa Myadze, and Linda Persse. Also supported by the Union Carbide Foundation.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020), Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Case Studies; *Community Support; Demonstration Programs; Education Work Relationship; Employment Programs; *Employment Services; *Incentives; Job Development; Job Search Methods; Job Training; Low Income Groups; Peer Relationship; *Program Implementation; *Public Housing; Unemployment; Vocational Education; *Welfare Recipients; Welfare Services

IDENTIFIERS- California (Los Angeles); Community Revitalization; Maryland (Baltimore); Minnesota (Saint Paul); Ohio (Cleveland); Ohio (Dayton); Self Sufficiency; Tennessee (Chattanooga); Washington (Seattle)

This working paper assembles chapters written by onsite researchers about program implementation in each of seven cities included in the Job-Plus Community Revitalization Initiative for Public Housing Families. This report, which provides a "snapshot" of each site, documents the nature and extent of implementation as of that point in time. Chapter 1 describes the Jobs-Plus model and provides an overview of the report. Each of the remaining seven chapters describes the nature and extent of implementation of the Jobs-Plus program in a particular site. Key sections of each chapter are program highlights; program infrastructure (staffing, facilities);

levels of government, industry, and two disability employment services. The program will also feature school-based apprenticeships and case-based funding to agencies. (NN)

ED 456 260

CE 082 240

Barratt-Pugh, Llandis

Searching for Extended Identity: The Problematised Role of Managing People Development, as Illuminated by the Frontline Management Initiative.

PUB DATE- 01

NOTE- 14p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232. The project to evaluate the Frontline Management Initiative is funded by the National Rural Enterprise Center--National Center for Vocational Education Research and involves a team from six universities in Australia: Geoff Soutar (UWA), Catherine Smith (Murdoch University); Colin Sharp (Flinders University); and Trevor Williams (Queensland University of Technology).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; Context Effect; Corporate Education; Education Work Relationship; Educational Objectives; Educational Policy; Educational Principles; *Employer Employee Relationship; Empowerment; Entrepreneurship; Foreign Countries; *Identification (Psychology); Job Training; *Labor Force Development; Management Development; Managerial Occupations; Organizational Change; Organizational Climate; *Organizational Development; *Personnel Management; Policy Formation; Postsecondary Education; Secondary Education; Vocational Education

IDENTIFIERS- Australia; Knowledge Development; Learning Organizations; Reflective Practice; *Work Based Learning
Australia's Frontline Management Initiative (FMI) marks a political move toward workplace learning and provides evidence concerning development of managing identities and management of such workplace learning. The FMI was examined as a technology of identity within the discourse of enterprise and an instrument of textualization of the workplace. Evidence collected from more than 200 interviews and 500 questionnaires indicated that the FMI text has been subject to diverse interpretations. According to the research findings, within some enterprises, the FMI appears within a discourse of flexibility but is represented by codified national competences and regulated by managerial imperatives. Within other organizations, meaning is more defined by participants, often in a developmental partnership with wider management. Occupying the central space in the field of interpretation is the people development manager. FMI thus appears positioned on the battleground of representation, subjectivity, and production for the development of manager identity. The emergence of enterprise-directed learning processes, such as the FMI, have immediate implications for organizational actors as they are asked to reinvent identity and adapt subjectivity as a cyclic responsibility. As the workplace develops as a pedagogic agency, the critical and problematized role of managing people development has emerged as a primary future research focus. (Contains 33 references.) (NN)

ED 456 261

CE 082 241

desire to participate in particular kinds of work; willingness to invest time and income in reinventing and redirecting processes within the community; and determination to influence the community's joint destiny. The Australian Qualifications Framework has facilitated development of "mix and match" arrangements that have been established by Peel's vocational education and training and technical and further education (TAFE) sectors. The Peel initiative is to be administered by the Peel Education and TAFE Board, which is emphasizing joint education and training policy development and identification of desirable education and training pathways for students from each sector. (Contains 15 references.) (MH)

ED 456 277 CE 082 257

Goldsmith, Steve
Curriculum Development and Discursive Practices: Building a Training Culture around Dual Diagnosis.

PUB DATE- 01

NOTE- 17p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Allied Health Occupations Education; Clinical Diagnosis; Comparative Analysis; Counselor Training; *Curriculum Development; Curriculum Evaluation; Educational Needs; Educational Research; Foreign Countries; Intervention; Job Training; Literature Reviews; *Mental Disorders; *Mental Health Workers; Models; Multiple Disabilities; Postsecondary Education; Pretests Posttests; Quasiexperimental Design; *Staff Development; *Substance Abuse; Training Methods

IDENTIFIERS- *Australia; *Dual Diagnosis

Dual diagnosis of comorbid substance abuse and mental disorder is currently presenting great difficulties across Australia's health and community service sectors. Historically, mental health professionals have received relatively little formal education or training in substance abuse issues. A new curriculum on dual diagnosis was developed and tested. First, the literature was reviewed to identify barriers to curriculum change and strategies for engaging clinical staff at mental health and drug treatment services. Next, the curriculum development processes at a mental health service and neighboring drug treatment service were studied to learn how staff knowledge about dual diagnosis could be improved. A training development group and comparison group were formed to evaluate the training curriculum development process. The training development group met monthly and attended presentations of the evolving curriculum in an interactive format. Preintervention and postintervention questionnaires were distributed to both groups. Of the 187 questionnaires distributed for the first sample, 87 (47%) were returned. A comparison of training development group members' mean scores before and after the intervention revealed significant improvements in scores on the mental illness section of the questionnaire and the overall score and small but significant improvements in the substance and dual diagnosis sections. (Contains 39 references.) (MH)

ED 456 278 CE 082 258

"target equity groups." While indexes of socioeconomic disadvantage are widely applied in education, their application to VET participation is as problematic. Postcode participation studies of Sydney and Melbourne have shown there is strong participation and achievement in disadvantaged areas identified by such indexes. A key question, then, is how these patterns of participation result from the ethos and programs of those technical and further education (TAFE) providers responding to the needs of large VET clienteles in such areas. The analysis requires a multi-dimensional framework encompassing client characteristics, provider factors, and the way these interact in and are modified by the nature of the regional context. Research along these lines shows that an important focus of equity research needs to be the nature of the local clienteles that takes advantage of the programs that public providers customize in their knowledge of local disadvantage and the need for "equity." (Contains 22 references.) (Author/KC)

ED 456 294

CE 062 274

McKay, Heather

Embracing Postmodernism in Classroom Practices.

PUB DATE- 01

NOTE- 7p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 062 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Caregiver Child Relationship; Child Abuse; *Child Behavior; Child Care Occupations; Child Caregivers; *Child Development; Child Psychology; Child Safety; Child Welfare; Competence; *Competency Based Education; Cultural Awareness; Cultural Influences; Cultural Pluralism; Day Care; Day Care Centers; Developed Nations; Developmental Stages; Educational Practices; *Educational Principles; Foreign Countries; Postmodernism; Postsecondary Education; Social Behavior; Student Attitudes; *Vocational Education

IDENTIFIERS- *Australia

One of the greatest dilemmas about implementing competency-based training in Child Studies, as prescribed by the Australian National Training Authority, is not what is stated in the training packages but what is left unsaid--the underlying assumptions. Issues such as cultural beliefs and attitudes are addressed, but generally only at the level of "variable." The culture ("other" culture) is considered as a variation within the framework of the competencies, but the cultural construction of the competencies themselves is not considered. Students in child studies classes should be taught to challenge the assumptions of the competencies by interrogating the underlying meanings of different practices, questioning the obvious, and being aware of the possibility of multiple understandings so that they can better understand and work with the children they will teach. For example, the instructor can present examples such as child abuse, immunization, "guiding" children, safety issues, and multiple interpretations of child behavior and challenge students to decide how they should be handled and what other interpretations they may not have considered. In this area of competency-based training, postmodernism and internationalization must be factored into classroom practice in order to inspire in students a spirit of

PUB DATE- 01

NOTE- 7p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); Comparative Analysis; Data Collection; Decision Making; Definitions; Economic Change; Educational Demand; Educational Environment; Educational Improvement; *Educational Needs; *Educational Planning; Educational Policy; Educational Supply; Evaluation Criteria; Foreign Countries; Industrial Structure; Information Sources; Job Training; Labor Market; Literature Reviews; *Needs Assessment; Occupational Information; Policy Formation; Position Papers; Postsecondary Education; *Prediction; Secondary Education; Systems Approach; Trend Analysis; *Vocational Education

IDENTIFIERS- *Australia; *Indicators

A proposal has been made that calls for the development and use of training indicators to improve planning for vocational education and training (VET) in Australia. The idea behind the proposal is to develop indicators to inform policymakers and providers in Australia about changes in the nature of training demand flowing from demographic changes and labor market adjustments related to new areas of training demand or related to industries undergoing restructuring because of changes occurring in the economy. The term "training indicators" is taken to mean functional suites of quantitative and qualitative indicators of current or future VET supply and demand and potentially includes economic, social, labor market, training, and other indicators that governments, enterprises, training providers, or individuals may bring together to guide decisions about investments for skill training, especially at the industry, occupational, regional, and course levels. A selection of nine training demand indicators for a nominal industry (e.g., output and productivity) and seven training supply indicators for a nominal industry (e.g., VET funding and trends), discipline, or field of study were proposed along with nine derived measures for comparing demand to supply. The indicators were offered as suitable measures to assess prospects and performance in a VET system under policy and resource stresses. (MH)

ED 456 312

CE 082 293

Schofield, Kaye; Melville, Bernice; Bennet, Deb; Walsh, Anne
Professional Practices Online: Renovating Past Practices or
Building New Ones?

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); Change Agents; Change Strategies; Computer Uses in Education; Education Work Relationship; Educational Change; Educational Environment;

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Access to Education; Adult Education; Continuing Education; Corporate Support; Developed Nations; *Educational Finance; *Educational Policy; Educational Status Comparison; Employer Attitudes; Federal Aid; Foreign Countries; Government Role; Job Skills; *Labor Force Development; *Lifelong Learning; Participation; *Resource Allocation; Skilled Workers; State Aid; Student Motivation; Unskilled Workers

IDENTIFIERS- *Australia

Structural change in the economy has seen the emergence of human resource skills as an important intangible input to the value-adding process. The fastest growing sectors of the economy employ workers with high levels of skill. This has led to the development of a lifelong learning policy agenda that argues lifelong learning is the key to economic prosperity in the future. The lifelong learning policy agenda assumes that because education is important to worker productivity, industries and employees will be willing to finance the cost of workers' participation in education and training. The lifelong learning policy agenda emphasizes the need to motivate people and their employers to invest more in education and training. But there is a significant difference between the amount of training undertaken by high- and low-skilled workers and a disparity in the extent to which these groups of individuals attract employer support. People in highly skilled jobs are more likely to participate in continuing education and training than people in low-skilled occupations. People in low-skilled occupations are less likely to receive employer support for their participation in continuing education and training. The policy goal of "lifelong learning for all" is unlikely to be achieved unless governments actively support education and training participation among people with lower levels of skill. (Contains 16 references.) (VLB)

ED 456 329

CE 062 310

Wheelan, Leesa

Research, Policy, and Practice: How Do They Fit Together? A Case Study on Pathways and Articulation at Victoria University of Technology.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 062 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; *Articulation (Education); Case Studies; Developed Nations; Disadvantaged; *Educational Development; Educational Needs; *Educational Policy; *Educational Practices; Educational Research; Flexible Progression; Foreign Countries; Higher Education; *Individualized Education Programs; Nontraditional Students; Postsecondary Education; Program Implementation; Research Needs; Student Characteristics; Technical Education; *Theory Practice Relationship; Vocational Education

IDENTIFIERS- *Victoria University of Technology (Australia)

A case study of pathways development at Victoria University of Technology (VUT) examined the relationship among research, policy, and practice. VUT implemented the Personalized Access

ED 456 347

CG 031 106

Houck, Marc S.

The Non-Pharmacological Treatment of Axis I Conditions in the Presence of Comorbid Personality Disorders: A Review of the Last Five Years.

PUB DATE- 01

NOTE- 75p.; Doctoral Dissertation, Biola University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Adults; Literature Reviews; *Outcomes of Treatment;

*Personality Problems; Psychological Studies; *Psychotherapy

IDENTIFIERS- Brief Therapy; *Comorbidity

This paper looks at the impact of comorbid personality disorders on the non-pharmacological treatment of Axis I disorders. It provides a review of the empirical literature on treating Axis I disorders in those who have a comorbid personality disorder. Research suggests that treating such persons provides some measure of symptomatic relief in the majority of cases. However, progress is often slower and overall level of functioning lower for those with personality disorders when compared to their non-personality disordered counterparts. Brief treatments for the Axis I disorders in those with comorbid personality disorders appear to be necessary but not sufficient. Some measure of success can be achieved in treating Axis I disorders, although gains may be less significant. Implications are discussed for further research. (Contains 66 references.) (JDM)

ED 456 348

CG 031 107

Helle, Robin

Living Free: A Teacher Information Booklet.

PUB DATE- 92

NOTE- 15p.; Designed for use in conjunction with "Singing in the Darkness: A Journey through Addiction," a performance written by Rick Adam, not available through ERIC.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adolescents; Autobiographies; Drug Addiction; *Drug Education; Elementary Secondary Education; Prevention; Responsibility; Self Actualization; *Self Help Programs; Skits; Substance Abuse

This workbook helps adolescents learn how to take charge of their own lives and happiness. The underlying idea is to teach them how to live responsibly. By learning to live responsibly, adolescents have the best chance of avoiding drugs, alcohol, and other addictive behaviors such as overeating and overspending. The workbook explains the steps to healthy behaviors, which include creative problem solving and participating in enjoyable activities. It accompanies an autobiographical informational performance based on the life story of one man's journey from addiction. The performance describes his high school years when he suffered from overeating, addiction, and problems with a dysfunctional family and how he turned his life around with music and performing. The workbook can be used in conjunction with or independent of the performance. It includes surveys that students can take independently to assess their problem with addiction or eating

DESCRIPTORS- *Career Counseling; Counseling Techniques; Job Applicants; Job Search Methods; Resumes (Personal); Self Esteem
IDENTIFIERS- *Addiction Counseling; Obsessive Compulsive

Behavior; Perfectionism

Compulsive Resume Addiction (CRA) is a condition where applicants become dependent on their written credentials to get new employment. It is similar to other addictions in that the person manifests short-term, gratification-seeking behavior with the long term cost in self-esteem and self-confidence. Applicants get stuck in thinking that a better resume or better cover letter is the key to getting a job. Applicants can get so ingrained in a bad job search technique that it becomes difficult to change direction. Several counseling techniques are described that can help applicants get unstuck. First, the clients have to realize that the way they are conducting their job search is the problem and is preventing them from getting employment. Second, the counselor must help them understand they do have worth and that someone will hire them. Occupational research in career and vocational areas has proven helpful in this area. Information interviewing is useful in gathering information and in getting applicants out to talk with people in the job search situation. Using networks and contacting employers directly are two of the most effective job search methods. Case examples are included. (JDM)

ED 456 375

CG 031 147

Woody, Connie

Middle Grades Career Awareness Guide: A Resource for Middle School Counselors, Career Development Coordinators, and Teachers.

PUB DATE- 01

NOTE- 143p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)

DESCRIPTORS- Career Development; *Career Guidance; Cooperation; Integrated Curriculum; *Middle School Students; Middle School Teachers; Middle Schools; *School Counselors; State Curriculum Guides; Teachers

IDENTIFIERS- National Career Development Guidelines; North Carolina; North Carolina Standard Course of Study

Career exploration continues to be the focus of the middle school program in career development and is part of North Carolina's Standard Course of Study. The national experience suggests that the sequential, comprehensive delivery of career development competencies can be easily and effectively accomplished through counselor-teacher collaboration. This career guide attempts to enhance the North Carolina middle school career development program. Its purpose is to assist middle school counselors, career development coordinators, and teachers by identifying classroom activities that already support career development and suggesting ways to incorporate additional competencies into their programs. The introductory section references the National Career Development Competencies and state school counseling goals. Section 2 provides sample activities that illustrate how teachers can include career development competencies within their subject area lesson plans. Section 3 discusses the workshop outline and offers a guide for counselor-

practices of the organization, the more likely that the individual and the organization will thrive. The SBR was developed to assess the degree of congruence among individuals' beliefs; their own behaviors; their perceptions of the organization's policies; and their perceptions of the organization's practices on seven dimensions. The results of an administration of the SBR to a group of administrators in a suburban school district are discussed. Suggestions for further use of the instrument are also included. (MKA)

ED 456 396

CG 031 200

Chope, Robert C.
Dancing through the Emotional Aspects of the Career Search.
PUB DATE- 01
NOTE- 8p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Career Counseling; *Career Planning; Counseling Techniques; Counselor Training; *Emotional Response; Job Search Methods; Mental Health Workers; Models; Portfolios (Background Materials)

This paper discusses how emotional reactions to the job search, especially in the new economy, can adversely influence an individual's effectiveness. It suggests that career counselors and coaches can assist clients with some of the emotional aspects of the job search without referring these people to other mental health professionals. There are new paradigmatic shifts in the career world that can have the impact of eliciting inappropriate emotional responses. Some of these major shifts are noted. Regardless, only by addressing the emotional barriers of the career search will people be able to be employed in the jobs they want. A discussion of some of the emotional reactions that individuals have in the career search resulted in offering two remedies for assisting people to break through their emotional barriers: development of the career identity and establishment of the portfolio career. (MKA)

ED 456 397

CG 031 201

Gumlis, Mary; Hopperstad, Betty; Weston, James
21st Century Digital Resources for Career Planning across the Lifespan.

PUB DATE- 01

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Career Counseling; *Career Planning; Computer Software; Counselor Role; Internet; Measures (Individuals); School Counselors; Teaching Methods; *Technology; *Workshops; World Wide Web

This paper discusses a workshop designed for career development professionals and paraprofessionals working in an educational environment. Participants in the workshop learn about educationally transforming ideas adaptable to a variety of teaching styles; new ways to use traditional classroom

thinking skills to their reading, writing, speaking, listening, and viewing; (5) students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources; and (6) students read and recognize literature as a record of human experience. It presents specific reading and writing goals under each standard for kindergarten through grade 12. (HKA)

ED 456 419

CS 014 464

Ediger, Marlow

Psychologies in the Reading Curriculum.

PUB DATE- 01

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Classroom Techniques; *Educational Objectives; *Educational Psychology; Elementary Secondary Education; Programmed Instruction; *Reading Instruction; Sequential Learning; Student Needs; Teacher Role

IDENTIFIERS- Big Books; Gagne (Robert M); Personalized Reading
Since implementation of a psychology of teaching and learning should assist students to achieve optimally in reading, reading teachers need to be well versed in diverse psychologies which may be stressed in the curriculum. This paper first outlines 10 principles of learning emphasized by educational psychologists upon which psychologists tend to agree. The paper then states that a tightly knit sequence of learning experiences in reading stresses programmed learning via textbook or computerized programs. It details how the programmer orders reading activities and cites what programmed reading does not do. The paper also discusses a more open-ended method, Robert Gagne's eight steps of sequential learning, and it advances as a flexible form of teaching and learning the use by teachers of the basal reader in the reading curriculum. The paper concludes by discussing the Big Book program and personalized reading and the psychology of learning. (HKA)

ED 456 420

CS 014 465

Ediger, Marlow

Philosophy of Teaching Reading.

PUB DATE- 01

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Philosophy; Elementary Education; *Reading Instruction; Realism; State Standards; Student Needs; *Teacher Role; Testing

IDENTIFIERS- Eclecticism; Idealism; Statewide Assessment of Educational Progress

Several diverse philosophical schools of thought might well provide guidance for the teaching of reading. But which philosophies of education should be studied in depth and applied in teaching students, if perceived as providing for optimal learner progress? This paper first addresses the advantages and disadvantages of statewide testing and state mandated standards. The paper then discusses the following: realism as a philosophy in teaching reading; idealism/perennialism as a philosophy of reading instruction;

the importance of teacher-student interactions through transcript technology. The essential elements of classroom literacy practice are unpacked and highlighted in terms of its relationship to interactive practices. The topics of talk (what is the focus of the talk in literacy lessons) and the structure of lessons are reviewed. There is a need for teachers to become involved in shaping the directions of change at the fundamental level of practice in the best interests of their students, and so the important implications for professional development are highlighted. (Contains 18 references and several brief transcripts.) (Author/RS)

ED 456 442

CS 217 678

Shankle, Nancy W.

Creating a Discourse Community with Writing-Intensive Instructors.

PUB DATE- 01

NOTE- 13p.; Paper presented at the National Writing Across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Discourse Communities; Higher Education; Interdisciplinary Approach; Interviews; Teacher Surveys; *Writing Across the Curriculum; Writing Research; *Writing Teachers

IDENTIFIERS- *Abilene Christian University TX; Course Development; Faculty Attitudes; *Writing Intensive Courses
In spring 1998, the Writing across the Curriculum (WAC) committee at Abilene Christian University (Texas) began an 18-month review of the school's Writing-Intensive (WI) courses. From the initial review, it was noted that two problems needed to be addressed: in spite of regular workshops and group meetings, the teachers worked in isolation resulting in classroom practices that varied widely from discipline to discipline; and faculty viewed the WAC director as the judge and arbiter of all writing standards on campus. This paper tells how these problems were addressed, specifically how the WAC program (which had developed into a director-centered program) was reconstructed into a WAC discourse community. The paper first explains that the strategy for in-depth review of the WI courses was to interview WI instructors and identify needs and concerns they had. According to the paper, findings fell into three categories: Instructor Attitudes about WAC; Writing Practices in WI Courses; and Problems/Needs Expressed by WI Instructors. The paper finds that, as a result of the interviews, the WAC committee had a clear understanding of the needs and practices in the WI courses, and with this information the WAC Committee developed guidelines for WI courses that included minimum requirements for courses and a recommendation for a Writing Center. In addition, it states that the workshop structure was reorganized to use more collaborative presentations; the WI curriculum was revised; and WI instructors reported using a greater range of writing in their classes. Appended are findings from collaborative interviews, and guidelines for WI courses. (NKA)

ED 456 443

CS 217 679

Komesaroff, L.; Morrison, F.

Shifting to More Authentic Language and Literacy Activity in the Middle Years.

ED 456 463

CS 510 596

Tetzlaff, David

Non-Linear Editing for the Smaller College-Level Production
Program, Rev. 2.0.

PUB DATE- 01

NOTE- 90p.; Paper presented at the Annual Meeting of the
University Film and Video Association (54th, Colorado Springs,
CO, August 16-19, 2000).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Editing; *Film Production; Higher Education;
Instructional Effectiveness; *Liberal Arts; Small Colleges;
Technological Advancement

IDENTIFIERS- Discourse Aims; Media Courses; *Nonlinear Models;
*Technology Integration

This paper focuses on a specific topic and contention: Non-linear editing earns its place in a liberal arts setting because it is a superior tool to teach the concepts of how moving picture discourse is constructed through editing. The paper first points out that most students at small liberal arts colleges are not going to wind up working professionally in the field of film production, and questions why they need to be taught about operating any kind of editing system, since the professional environment will almost always afford them the services of an expert technician. It also notes, however, that the separation of theory and practice is deeply problematic in terms of social philosophy, much less pedagogical philosophy, and that there is both practical and conceptual value in learning how to make a video edit. The paper is divided into the following detailed parts: (1) Non-Linear Editing and Liberal Arts Pedagogy; (2) General Issues in Technology; (3) An Ideal System...; and (4) Specific Systems. Appended are: G3/G4 Genealogy; Using Removable Hard Drives with a Mac; and Review of the Matrox RT2000. (HKA)

ED 456 464

CS 510 596

Morreale, Sherwyn P.

Communication Labs Enhance Student Learning and Promote Awareness
of the Discipline.

PUB DATE- 01

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- *Educational Benefits; Educational Research; Higher
Education; *Speech Communication; Teacher Surveys

IDENTIFIERS- *Instructional Support; National Communication
Association; Speech Communication Education

The use of a communication laboratory to support instruction in
higher education is increasing in popularity. While enhancing
communication education for majors and non-majors, a "comm lab"
also promotes campus awareness and enhances the reputation of
the communication department. The communication discipline
lends itself to this form of pedagogy, using lectures and
discussion to develop students' knowledge of communication, and

Journalism Education; Journalism Research; *News Reporting;
*News Writing; *Violence
IDENTIFIERS- Columbine High School Shooting
When violence involving students erupts at school, journalists generally are faced with obtaining important records to substantiate their stories. To do that, they must cope with privacy laws that protect student records from abuse, state laws that prohibit the release of information about juveniles involved in crime, and the sensitive nature of the records themselves. This research focuses on what scholars have said about the broad area of school violence and three cases in which students were the victims, in California (a case of a teacher molesting a student), Pennsylvania (a hazing incident), and Colorado (release of information about the shootings at Columbine High School). In all these cases, the press was forced to go to court to obtain records and to cope with accompanying delays. (Contains 101 notes.) (Author/RS)

ED 456 487

CS 510 637

Schnell, Jim
Classroom Analysis of Diversity and the Rhetoric of Rush Limbaugh
Using C-SPAN Videotapes as a Teaching Tool.
SPONS. AGENCY- C-SPAN, Washington, DC.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Class Activities; Controversial Issues (Course Content); *Diversity (Student); Higher Education; Radio; *Rhetoric; Student Attitudes; *Videotape Recordings
IDENTIFIERS- *Limbaugh (Rush); Rhetorical Strategies
This paper describes how C-SPAN videotapes can be used in the classroom to enhance student learning of issues related to diversity and rhetoric. The rhetoric of Rush Limbaugh is focused on in this particular classroom case study. The study of Limbaugh is relevant due to the success of his daily radio talk show, "The Rush Limbaugh Show." He has his fans and critics. One of the controversial areas associated with Limbaugh is his position on diversity issues. Thus, this classroom exercise focuses on that particular area and how he conveys his position, how it is interpreted, and how this often leads to a variety of interpretations. (Author/RS)

ED 456 488

CS 510 639

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Miscellaneous, Part II.
PUB DATE- 00
NOTE- 235p.; For other sections of the 2000 proceedings, see CS 510 451-470, CS 510 495, and CS 510 640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; Alcoholic Beverages; Case Studies; Distance Education; Ethics; Higher Education; *Internet; *Mass Media; *Mass Media Role; *Mass Media Use; Periodicals; Play; Student Attitudes; Student Empowerment; Teaching Methods
IDENTIFIERS- Drug Abuse Resistance Education Program; Letters of Recommendation; Third Person Effect
The Miscellaneous, Part II Section of the proceedings contains

satisfaction participants had with Quest and the great extent to which the project met its goals at each event. A case-study method was used for summative evaluation of the Quest project. This case study examines the impact Quest made at Banding Knee Elementary, a pre-K-6 public school located in a small, impoverished town in a rural coal-mining West Virginia county. The school has an enrollment of about 220 students, all of whom are white. Approximately 70 percent qualify for free or reduced-priced lunch. A variety of data-collection methods and instruments were used in this case study. Systematic participant observation was conducted at nearly every Quest event, as well as semistructured interviews and the solicitation of formative feedback from project participants. Among the conclusions drawn was the observation that Banding Knee Elementary appears to have a history of undertaking improvement efforts. These experiences, along with a respected school administrator and a tight-knit school community, may have contributed to the success of Quest at the school. Appendixes include the Quest brochure and framework of continuous improvement, protocols for Quest team member individual interview, and faculty focus-group interviews. (Contains 46 references and 10 tables.) (DFA)

ED 456 508

EA 031 169

Howley-Rowe, Caitlin

Lessons Learned from the Quest for Quality Learning Communities Project, 1996-2000.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Cooperation; Educational Change; *Educational Improvement; Elementary Education; *Leadership; *Parent Participation; Public Schools; Student School Relationship
This report summarizes lessons learned from the Quest project. Data sources include a group interview with Quest staff, formative-evaluation reports, summative-evaluation case studies, and project research reports. One lesson learned concerned the importance of school leaders to the success of reform implementation. Schools with supportive leadership found ways to attend various network events and enact school-improvement projects. Those with less supportive leaders struggled to continue their involvement in Quest or terminated their participation in the project. According to Quest staff, the use of the network to support continuous school improvement has been a fruitful strategy. One benefit had been the way in which practitioners have been able to learn from each other rather than from researchers, state department of education staff, or other entities external to the life of a school. Quest staff reported that the financial and logistical support they offered participants was critical to the continued involvement of some schools. Project staff and school teams made significant efforts to include parents and students in their Quest participation and school-improvement initiatives. These efforts succeeded to various degrees, though some parents continued to report feeling peripheral to their school's undertakings. Student voice proved to be a valuable addition to the network. The participation of community members, however, was quite limited, as schools struggled to find meaningful ways

NOTE- 43p.; Robert A. Carasoli, Inspector General.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090), Reports - Research/Technical (143)

DESCRIPTORS- *Charter Schools; Elementary Education; *Finance Reform; Financial Audits; *Governing Boards; Government Publications; *Money Management; School Accounting

IDENTIFIERS- *Massachusetts

Somerville Charter School was among 24 Massachusetts charter schools included in a study undertaken by the Office of the Inspector General in March 1998. The office identified weaknesses in the contracting practices, procurement procedures, and financial management of some schools, including Somerville. These weaknesses could undermine the schools' ability to achieve their educational objectives and jeopardize the interests of state taxpayers whose dollars fund charter schools. The study was followed by an audit review in November 1999, which generated this report. The Inspector General recommends that the Board of Trustees should hire its own staff to oversee the school's business operations; should consider managing the school's business operations with its own staff when the school's contract with its service company, SABIS, Inc., expires in 2001; should oversee the preparation and execution of the school's annual budget; should select, contract with, and oversee the school's independent auditor; and should seek guidance regarding its fiduciary duty and establish procedures to comply with the requirements of the open meeting law. Three tables illustrate school financial activities. Appendix A is the response of the Somerville Charter School Board of Trustees to the report of the Office of the Inspector General. (RT)

ED 456 526

EA 031 201

Evaluation of the Georgia CrossRoads Alternative Education Program, July 1997-June 2000. Volumes I and II.

PUB DATE- 08

NOTE- 227p.; Linda C. Schrenko, State Superintendent of Schools.

Cover page varies.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *Educational Change; Elementary Secondary Education; Government Publications; *High Risk Students; *Nontraditional Education; Program Costs; Program Effectiveness; *Program Evaluation

IDENTIFIERS- *Georgia

This report documents a 3-year evaluation of Georgia's CrossRoads alternative education program. It focuses on the direct benefits to regular classrooms of removing disruptive students, the effectiveness of services rendered to those removed students, the success with which they are returned to the regular classroom, and the projected costs and benefits associated with reducing the dropout rate of at-risk students. The report contains two volumes. The first volume summarizes research findings and provides a brief explanation of how the information was gathered and analyzed to reach the final conclusions and recommendations. The second volume (Technical Supplement) provides a more detailed explanation of all data sources, analysis procedures, and findings. Solid conclusions about in-school achievement could not be supported because of insufficient reliable student performance data obtained over

McCabe, Robert H.
Sewing a Seamless Education System. Preschool through
Postsecondary.
SPONS. AGENCY- Metropolitan Life Foundation.; Paw Charitable
Trusts, Philadelphia, PA.
PUB DATE- 81
NOTE- 116.; Part of a series of essays supported by the
Metropolitan Life Foundation Change in Education Initiative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)
DESCRIPTORS- *Academic Achievement; Curriculum Development;
*Educational Change; Educational Cooperation; Educational
Environment; *Educational Improvement; Educational Objectives;
Elementary Secondary Education; Higher Education; Preschool
Education
IDENTIFIERS- *Reform Efforts
Today's educational systems work as separate parts with little
coordination between academic levels or long-range planning.
The transition from elementary school to middle school, middle
school to high school, and high school to college is disjointed
and often traumatic, producing unneeded anxiety and stress on
top of the need to adapt to new environments. Exit achievements
from one level commonly do not meet entrance requirements of
the next level. Individual learning styles are not addressed,
and the practice of tracking wastes human resources. Efforts
should be made to align curricula across all levels of
education, creating smooth transitions from one level to the
next. Giving specific additional assistance to students who are
lagging and more challenges to those who are advanced is a
positive alternative to tracking. Better communication and
coordination between educational levels can lead to students'
being prepared to enter the next level. A seamless assessment
can begin in high school that includes students, parents, and
school staff to address students' deficiencies more
effectively, enabling them to enter college universally better
prepared. Legislators can adopt a comprehensive plan for a P-16
system, and fund and require reduced class size in grades 1-3
of 20 students or less. (Contains 12 references.) (RT)

Howley, Caitlin
To Continue, Press On: Sustaining Continuous School Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 81
NOTE- 32p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Seattle, WA, April 10-14,
2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143); Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Consultation Programs;
*Educational Change; *Educational Improvement; Elementary
Secondary Education; *Needs Assessment; Program Improvement
IDENTIFIERS- *Continuous Improvement; *Reform Efforts
Not much research has been done on the factors that affect
schools' willingness to undertake school-improvement efforts
with the assistance of outside organizations. To address this

the areas of recruitment and staffing, pay flexibility, incentive pay, and staffing flexibility. Charter schools employed more teachers and aides relative to their numbers of students. In states where it was permitted, charter schools recruited significant numbers of uncertified teachers. Few charter schools granted tenure. Most teachers worked under 1-year contracts or were employees-at-will. Very few were covered by collective-bargaining agreements. The average length of the teacher workday and year was longer. Dismissals of teachers for unsatisfactory performance were commonplace. Many charter schools raised the salaries of teachers in hard-to-staff subjects, such as math or science. Many did not award increases based on seniority, accumulation of degrees, or college credits. Nearly one-half reported using merit or performance-based pay. (Contains 14 references, 5 tables, and 27 figures.) (RKJ)

ED 456 568

EA 031 303

Florian, Judy; Hange, Jane; Copeland, Glenda
The Phantom Mandate: District Capacity for Reform.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 00

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Standards; *Accountability; Elementary Secondary Education; *Faculty Development; *State Standards

Nearly every state focuses on implementing standards-based systems but supports educational reform in as many different ways as there are states. An examination of 15 districts located in 13 states suggests, however, that some states and districts have policies and practices in common that support a district's capacity for reform, whether there is an emphasis on professional development, accountability, or student-assessment. Schools in the study benefited from five state practices: development and/or adoption of clear and precise state standards, development of standards-based criterion-referenced assessment programs, provision of professional development, inclusion of rewards and assistance components in state accountability systems, and distribution of federal and state grants supporting reform. District activities that benefited schools in nearly all the states included aligning curricula to standards, building instructional capacity, supporting collaboration among teachers, adopting a district-performance assessment program, evaluating reform practices, fostering relationships in and outside of the district, supporting effective decentralized management, and aligning funding streams to target district and school goals. Some districts emphasizing professional development were more likely to evaluate it for its influence on teacher practices. Districts emphasizing accountability reported benefiting from state reward-and-assistance components. Those focusing on standards-aligned assessment of students' mastery of standards, without an extensive accountability system, were more likely to prefer aligning each district's assessment program with the state's assessment and to evaluate teachers based on their work in the standards-based system. (RKJ)

stenosis and possible voice and swallowing alterations; (6) "Genetic Hearing Loss in Children" (Gary D. Josephson and William R. Spencer), which presents an approach to many of the congenital and genetic syndromes that may involve hearing sensitivity; (7) "Evoked Otoacoustic Emissions as an Objective Measure for Ototoxicity" (Brenda L. Lonsbury-Martin, Bradford D. Rees, and Glen K. Martin), which presents the results of research in utilizing evoked otoacoustic emissions as an objective and highly sensitive indicator of damage from ototoxic drugs; and (8) "The Near-Total Laryngectomy and the Role of the Speech-Language Pathologist" (Lisa M. Prober), which describes the surgical procedures, expected voice and swallowing changes, and rehabilitation needs. (Articles include references. Contains the 1999 Florida Journal of Communication Disorders Home Study Test & Registration.) (CR)

ED 456 587

EC 308 571

NIDRR Program Directory, Fiscal Year 1998.

PUB DATE- 98

NOTE- 420p.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Adults; *Disabilities; Engineering; *Federal Aid; Federal Programs; *Rehabilitation; *Research and Development; *Research Projects; Technical Assistance; Technology

IDENTIFIERS- Americans with Disabilities Act 1990; *National Institute on Disability Rehab Research

This directory lists all projects funded by the National Institute of Disability and Rehabilitation Research (NIDRR) during the 1998 fiscal year. It includes summaries, funding data, and contact information for a broad range of programs. An introduction discusses the mission of NIDRR and provides an overview of its research program. Programs are then grouped into the following research priority categories: (1) employment outcomes; (2) health and function; (3) technology for access and function; (4) independent living and community integration; (5) associated disability research areas; (6) knowledge dissemination and utilization; (7) capacity building for rehabilitation research training; and (8) state technology assistance. For each category, information is provided on Rehabilitation Research and Training Centers, Disability and Rehabilitation Research Projects, and Field-Initiated Projects. Appendixes provide a subject index, an index by grantees, an index of projects by state, an index by principal investigators, and a listing of projects by program type. (CR)

ED 456 588

EC 308 572

Fagen, Stanley A.

Improving Services for Secondary Students with Emotional and Behavioral Disorders: Project ANCHOR.

SPONS. AGENCY- Special Education Programs (ED/OSEB), Washington, DC.

PUB DATE- 01

NOTE- 172p.; Developed with the assistance of Andrea Edelman, Jordan Knub, and Elizabeth Lonsley.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Behavior Disorders; *Behavior Modification; *Career Education; *Curriculum; Education Work Relationship; *Emotional Disturbances; Ethics; Field Experience Programs; Parent

Disabilities in Postsecondary Education.

PUB DATE- 01

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Counseling; *Career Exploration; *Career Planning; College Students; Counseling Techniques; *Decision Making; Expectation; Higher Education; *Physical Disabilities; *Self Efficacy; Self Esteem; Self Motivation; *Severity (of Disability)

This paper discusses the findings of a study that explored the role of self-efficacy and career decision-making in students with physical disabilities engaged in the career planning process. The relationships of career decision-making self-efficacy to adjustment of disability, severity of disability, and career exploration behaviors were examined in 126 students with physical disabilities attending two two-year colleges and one four-year college in California. Findings revealed that, as predicted, students with physical disabilities who scored high on career decision-making self-efficacy engaged in more career exploration behaviors. As hypothesized, there was a positive correlation between adjustment to disability and career decision-making self-efficacy. Severity of disability was a significant predictor of levels of career decision-making self-efficacy and adjustment to disability. There were no significant differences in levels of career decision-making self-efficacy among students in two-year colleges and those in the four-year college. Implications for career counseling practice and suggestions for future research are discussed. Career counselors are urged to use performance accomplishments, vicarious learning or modeling, anxiety management techniques, and verbal persuasion encouragement to generate intervention programming designed to promote career search self-efficacy expectations and evaluate their effectiveness. (Contains 17 references.) (CR)

ED 456 607

EC 308 592

Johns, Bev

Here Comes the Judge: Lessons from the Courts on Behavioral Intervention Plans.

PUB DATE- 01

NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (60th, Kansas City, MO, April 18-21, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Disorders; *Behavior Modification; Behavior Problems; *Compliance (Legal); *Court Litigation; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; Legal Responsibility; School Responsibility; *Student Rights

IDENTIFIERS- Amendments; *Behavioral Intervention Plans;

*Individuals with Disabilities Educ Act Amend 1997

This paper reviews provisions of the Individuals with

initiatives help local school districts save funds that would otherwise be used to construct facilities, freeing up resources for other district needs. Students benefit from smaller class sizes and unique educational opportunities afforded to them by the school location and interaction with local businesses. Students and parents also benefit from the creative scheduling that the schools offer by working around the parents' schedules. (OR)

ED 456 628

EF 005 921

Poisoned Schools: Invisible Threats, Visible Actions. A Report of the Child Proofing Our Communities: Poisoned School Campaign.
SPONS. AGENCY- Rockefeller Family Fund, Inc., New York, NY.;
Ittleson Family Foundation, New York, NY.; New York Community Trust, NY.

PUB DATE- 81

NOTE- 82p.; Produced in a joint effort of member organizations of the Child Proofing Our Communities: Poisoned School Campaign. Additional funding by the Environmental Foundation of America, Winslow Foundation, and Wallace Genetic Foundation.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Pesticides; Public Schools; Student Behavior

IDENTIFIERS- *Air Quality; *Poison Prevention

This report embodies the findings of several studies, which conclude that America's schools have fallen into disrepair and sometimes present students and teachers with an unhealthy, unsafe, or even harmful educational environment. The researchers say that no guidelines are in place to help school districts select safe school sites. School sites are regularly sprayed with pesticides, and these chemicals are thought to be partly responsible for a whole generation of children who are increasingly hyperactive, slow to learn, and disruptive in school. The report offers specific recommendations to protect children from chemical contamination in air and soil surrounding schools and from exposure to toxic pesticides in schools and on school grounds. The report presents recommendations for school site selection and for developing integrated pest management programs. The report lists resources for additional information, and its appendices provide samples of school siting and pest management surveys. (OR)

ED 456 629

EF 005 922

Your School Grounds Handbook.

PUB DATE- 97

NOTE- 23p.; Produced by Schoolscapes.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; Fund Raising; *Guidelines; *Landscaping; *Planning; Public Schools

IDENTIFIERS- *School Yards

This handbook discusses the process of planning school grounds.

training and teaching of language education professional in recent years, teaching assistant education within the intellectual-academic work of graduate programs has been given limited attention. Very little is done to help graduate student teaching assistants become productive and successful teacher-researchers. It is argued that the foreign language profession in general and graduate programs in particular must aggressively pursue a comprehensive reconceptualization of the preparation of graduate students for teaching. An academic focus must be found that is encompassing enough to accommodate teaching and research issues in an inclusive fashion. Faculty members of a graduate program must take responsibility for educating the department's graduate students as teachers. These issues are examined in the context of a case study relating to such issues as they were encountered at the German Department at Georgetown University. The details and results of attempts to implement these changes in that department are discussed in detail. (Contains 41 references.) (KFT)

ED 456 852

FL 026 877

Lo, Yi-Hsuan Gloria

What Do They Need from MA TESOL Programs: A Case Study of Four Non-Native EFL Teachers.

PUB DATE- 81

NOTE- 29p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL) (St. Louis, MO, February 27-March 3, 2001).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference

Papers; "Papers Presented at..." (150)

DESCRIPTORS- College Students; Cultural Education; *English

(Second Language); Foreign Countries; Higher Education;

Interviews; *Language Teachers; Native Speakers;

Questionnaires; Second Language Instruction; Second Language

Learning; *Teacher Education; *Teaching Methods

IDENTIFIERS- Taiwan

This paper considers the situation of a non-native speaker of English who is educated in teaching English to speakers of other languages in the United States, and then returns to his or her country of origin to teach. This teacher encountered many difficulties and much resistance to the teaching methodologies learned in American graduate schools in her native culture. This paper investigates the extent to which other teachers trained in the United States encountered similar difficulties when returning to the native countries. The teacher, in this case, recounts her experiences in Taiwan. This study contains interviews with four teaching English to Speakers of Other Languages (TESOL) graduate students (three from Taiwan, one from Thailand) who received their master's degrees in the United States and returned to their homelands to teach after completing their studies. Three questions are addressed: (1) To what extent do Master's (MA) TESOL programs fulfill the needs and expectations of non-native English-as-a-foreign-language (EFL) teachers? (2) What are the factors that hinder the fulfillment of the needs and expectations of non-native EFL teachers? and (3) What recommendations and implications can be drawn from this study for MA TESOL programs? It is found that there are no EFL programs that specifically cater to the needs of those planning to teach abroad. It is suggested that a collaborative model of a MA TESOL program be created to cater to these students. Suggestions for making the program more responsive to such

Finland, Germany, Israel, Italy, Kazakhstan, Luxembourg, Morocco, the Netherlands, New Zealand, Peru, Spain, and Thailand. Information was also gathered on China, England, and Hong Kong from comparative education reports. Study participants responded to a series of questions about language teaching methodologies, strategies, and policies in their countries that could inform language teaching in the United States. Answers to the key question, "What do you think are three of the most successful aspects of foreign language education in your country?" allowed study researchers to identify eight exemplary characteristics of foreign language education in the countries surveyed. This digest examines these characteristics and discusses what the United States can learn from them. (VWL)

ED 456 672 FL 026 923

Demo, Douglas A.
Discourse Analysis for Language Teachers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 81

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071); Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Classroom Communication; *Discourse Analysis;

*Language Teachers; Language Usage; *Second Language

Instruction; Second Language Learning

IDENTIFIERS- ERIC Digests

This digest focuses on the application of discourse analysis to second language teaching and learning. It provides examples of how teachers can improve their teaching practices by investigating actual language use both in and out of the classroom, and how students can learn language through exposure to different types of discourse. (VWL)

ED 456 673 FL 026 924

Tucker, G. Richard; Donato, Richard
Implementing a District-Wide Foreign Language Program: A Case
Study of Acquisition, Planning, and Curricular Innovation. ERIC
Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 81

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071); Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Articulation (Education); Cooperation; Elementary

Education; *FLES; Language Proficiency; Program Descriptions;

*Program Development; *Program Implementation; *Reflective

Teaching; Second Language Instruction; Second Language

Learning; Spanish

IDENTIFIERS- ERIC Digests

This digest describes the implementation of a successful district-
wide elementary school foreign language (FLES) program that
resulted from the superintendent's vision to have all students

concrete issues. Some documents are designed to be adapted as institutional policy. Third parties also use some of these statements to support their own policies. The policy statements and reports are grouped into these categories: (1) "Academic Freedom, Tenure, and Due Process"; (2) "Professional Ethics"; (3) "Research and Teaching"; (4) "Distance Education and Intellectual Property"; (5) "Discrimination"; (6) "College and University Government"; (7) "Collective Bargaining"; (8) "Student Rights and Freedoms"; (9) "College and University Accreditation"; (10) "Collateral Benefits"; and (11) "Constitution." Appendixes contain the AAUP's 1915 "Declaration of Principles" and three other documents related to procedures in academic freedom cases, standards for investigation, and selected judicial decisions and scholarly writings related to AAUP policy. (SLD)

ED 456 694

HE 034 250

Horn, Laura; Kojaku, Laurence K.
High School Academic Curriculum and the Persistence Path through College: Persistence and Transfer Behavior of Undergraduates 3 Years after Entering 4-Year Institutions. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.

PUB DATE- 61

NOTE- 74p. C. Dennis Carroll, Project Officer.

LANGUAGE- English

EDRS Price- MF01/PC65 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; *College Students; *Core Curriculum; *Course Selection (Students); *High School Students; High Schools; Higher Education; Tables (Data); *Transfer Students

IDENTIFIERS- Beginning Postsecondary Students Long Study

This report examines the relationship between high school academic curricula and students' persistence path through college, approximately 3 years after first enrolling. Data are from the 1995-1996 Beginning Postsecondary Students Survey, a longitudinal study of beginning postsecondary students who first enrolled in a four-year college in 1995-1996. Measures of high school academic preparation are based on academic courses taken in high school as reported by students on their college entrance examination applications. Approximately one-third of the students reported completing course work no higher than core curricula. One-half reported completing mid-level curricula, and the remaining one-fifth completed rigorous curricula. As of 1996, roughly two-thirds of students who had first enrolled in a four-year college in 1995-1996 were still enrolled in the same college. One-fifth had transferred to another institution, and 13% had left and not returned. The level of college students' high school curriculum was strongly related to their persistence in postsecondary education. This was true both for maintaining enrollment at their initial institution and, if they transferred, staying on track to a bachelor's degree. The difference between levels of academic curricula was especially notable with respect to staying on track to a bachelor's degree. Findings demonstrate a consistent advantage experienced by students who completed rigorous high school curricula, and to a lesser extent, by those completing mid-level curricula, over their peers completing core curricula or lower. However, the level of high school curricula students reported completing was also related to their family background characteristics and indicators of socioeconomic status. Two

technical education is provided in a variety of settings and levels and provides students and adults the technical skills and knowledge necessary to succeed in occupations and careers as well as workplace basic skills, life skills, and enhancement of academic skills and general education. The Association of State Directors of Career Technical Education believes that five key principles are essential for Career Technical Education. They believe that career technical education: (1) draws its curriculum, standards, and organizing principles from the workplace; (2) is a critical and integral component of the total educational system, offering career-oriented benefits for all students; (3) is a critical and integral component of the work force development system, providing the essential foundation for a thriving economy; (4) maintains high levels of excellence supported through identification of academic and workplace standards, measurement of performance (accountability), and high expectations for participant success; and (5) is robust and flexible enough to respond to the needs of multiple educational environments, customers, and levels of specialization. (KC)

EO 456 214

CE 082 097

Ommerborn, Rainer; Schuemer, Rudolf
Using Computers in Distance Study: Results of a Survey amongst
Disabled Distance Students.

PUB DATE- 01

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Accommodations (Disabilities); Access to
Education; *Adult Students; Assistive Devices (for Disabled);
*Computer Attitudes; Computer Mediated Communication; *Computer
Uses in Education; Developed Nations; *Distance Education;
Educational Improvement; Educational Needs; Educational
Practices; Foreign Countries; Higher Education; Internet;
Physical Disabilities; *Severe Disabilities; Student Attitudes;
Student Characteristics

IDENTIFIERS- Fernuniversitat (Germany)

A study at Germany's FernUniversität sent a questionnaire to 300 enrolled distance education students (mostly adult, mostly part-time) who labeled themselves as severely disabled or chronically ill (about 2 percent of students), asking them about the types of their disabilities and their attitudes toward computer-assisted learning and online classes. The study found that a higher (43 percent) than usual (37 percent) number of the students with disabilities were women, and their median age (43 years) was older than the students as a whole (32 years). About 45 percent of those questioned mentioned more than one type of disability or illness, with damage to the skeletal support system mentioned most frequently (38 percent of all answers), followed by central nervous system disorders and internal diseases (13 percent each), sight impairments (10 percent), hearing impairments (9 percent), and mental or psychological illnesses (9 percent). About 30 percent of the students did not use computers, usually because of cost and lack of opportunity to learn how to use them. Students cited advantages of computer use, including easier essay writing; Internet access, access to information and library research; potential for uses other than study; and easier communication with the university. Disadvantages cited included cost, physical problems caused by long work with computers (such as eye strain and wrist disorders), lack of training

Teaching and Learning" (Lindsay Hawson, Chris Hughes); "Selecting an Integrated Electronic Learning Environment" (Alistair Inglis); "Flexible Toolboxes: A Solution for Developing Online Resources?" (Ron Oliver, Stephen Towers, Peter Skippington, Yvonne Brunetto, Rod Farr-Mherton, Ann Gooley); "Lifelong Learning: Generating New Learning Opportunities" (Anne Gooley, Peter Skippington, Stephen Towers); "Campus Re-engineering" (Stephen Brown); "Student Recruitment and Retention in a Self-Financing University" (Danny S.N. Wong, Todd C.Y. Ng); "Using Networking Tools to Support Online Learning" (Ron Oliver, Catherine McLoughlin); "Mentoring in Open and Distance Learning" (Chris Morgan, Andre Smit); "Changing the Pattern: Towards Flexible Learning, Learner Support and Mentoring" (Santosh Panda, Tapan Jena); "Innovations in Online Assessment" (Chris Morgan, Meg O'Reilly); "VESOL Video Auto-Editing System for Open Learning: Cost-Effective Video Production to Support Distance Learners" (Patrick McGhee, Christopher O'Hagan); "Supporting Effective Reading of Pictorial Materials in Visually Oriented Learning Environments" (Ric Lowe); and "Professional Development in Distance Education--A Successful Experiment and Future Directions" (Ulrich Bernath, Eugene Rubin). Some papers include substantial bibliographies. (MH)

ED 456 230

CE 082 181

Barer-Stein, Thelma, Ed.; Kompf, Michael, Ed.

The Craft of Teaching Adults. Third Edition.

PUB DATE- 01

NOTE- 360p.; Produced by Culture Concepts, Inc., "Previous editions edited by Thelma Barer-Stein and James A. Draper."

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- Adoption (Ideas); Adult Educators; Adult Learning;

Adult Literacy; Adult Students; Classroom Techniques;

Comparative Analysis; Computer Uses in Education; Critical

Thinking; Cultural Differences; Definitions; Distance

Education; Educational Change; Educational Needs; Educational

Research; Evaluation Methods; Experiential Learning; Futures

(of Society); Guidelines; Journal Writing; Learning Theories;

Lifelong Learning; Literacy Education; Needs Assessment;

Nontraditional Students; Organizational Development;

Postsecondary Education; Problem Solving; Program Evaluation;

Reflective Teaching; Self Concept; Student Characteristics;

Student Evaluation; Teacher Education; Teacher Effectiveness;

Teacher Role; Teacher Student Relationship; Teaching Methods;

Theory Practice Relationship; Trend Analysis

IDENTIFIERS- Teacher Role; Teacher Student Relationship;

Teaching Methods; Theory Practice Relationship; Trend Analysis

This book, which is intended as a text for future and experienced adult educators, examines current theories and best practices in adult education. The book consists of 20 chapters written by prominent practitioners in the field of adult education. The

chapter titles and authors are as follows: "Teachers Sharing

Experiences" (James A. Draper); "Journal Writing for Teachers

and Students" (Coral Mitchell, Helen Coltrinari);

"Postmodernity and Adult Education" (Jonathan Neufeld);

"Critical Reflection in Adult Education" (Michael Kompf, W.

Richard Bond); "Evaluating Adult Learning" (Tara Fenwick);

"Evaluating Adult Programs" (Lynn E. Davis); "Holistic

Learning" (Virginia R. Griffin); "Distance and On-line

Education" (Elizabeth J. Burge); "Philosophies Embedded in

Adult Education" (James A. Draper); "Experiential Teaching and

program flow (outreach and enrollment, orientation, assessment, job search and job club, job development, education and training, job retention and advancement); and financial incentives to work, and community support for work. The sites are "Jobs-Plus in Baltimore" (Linda Kaljee); "Jobs-Plus in Chattanooga" (Linda Perse); "Jobs-Plus in Cleveland" (Linda Perse); "Jobs-Plus in Dayton" (Crystal Dunson, Theresa Myadze); "Jobs-Plus in Los Angeles" (Earl Johnson et al.); "Jobs-Plus in St. Paul" (Sandy Gerber); and "Jobs-Plus in Seattle" (Edward B. Liebow, Carolina Katz). (YLB)

EO 456 246

CE 082 222

Bloom, Howard S.; Hill, Carolyn J.; Riccio, James
Modeling the Performance of Welfare-to-Work Programs: The Effects of Program Management and Services, Economic Environment, and Client Characteristics. MDRC Working Papers on Research Methodology.

SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Department of Health and Human Services, Washington, DC.; Ford Foundation, New York, NY.; Department of Education, Washington, DC.; George Gund Foundation, Cleveland, OH.; Open Society Inst., New York, NY.; New York Times Foundation, NY.; Alooa Foundation, Pittsburgh, PA.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Ambrose Monell Foundation, New York, NY.; Grable Foundation, Pittsburgh, PA.; California State Dept. of Social Services, Sacramento.; California State Dept. of Education, Sacramento.; California State Job Training Coordinating Council, Sacramento.; Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

PUB DATE- 01

NOTE- 143p.; Also supported by the Anheuser-Busch, Heinz Family, and Union Carbide Foundations.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Client Characteristics (Human Services); *Economic Climate; Economic Impact; Economically Disadvantaged; Employment Patterns; *Employment Programs; Predictor Variables; *Program Administration; *Program Effectiveness; Program Evaluation; Program Implementation; Unemployment; Wages; *Welfare Recipients; Welfare Services
IDENTIFIERS- Impact Studies; Randomization (Statistics); *Welfare to Work Programs

This paper poses a question of direct relevance for welfare administrators, program operators, and policy makers: What management practices, program strategies, and local conditions are key to running effective welfare-to-work programs? To address this question, the present analysis links detailed measures of program characteristics to valid and precise estimates of program effects on short-term earnings. Data for the analysis are drawn from these three random assignment studies of welfare-to-work programs in 59 sites across the United States (with a combined total of 69,399 welfare clients): California's Greater Avenues for Independence (GAIN) program, Florida's Project Independence (PI), and the National Evaluation of Welfare-to-Work Strategies (NEHWS). The findings indicate that, other things being equal, program effects on earnings during the first two years after random assignment are largest when programs strongly emphasize employment, provide personalized attention, and do not let staff caseloads become large. The paper also finds that short-term impacts on earnings are smaller where unemployment is high, management choices and practices matter a lot, increased reliance on basic education

Billett, Stephen

Workplace Affordances and Individual Engagement at Work.

SPONS. AGENCY- Australian National Training Authority, Brisbane.

PUB DATE- 01

NOTE- 9p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070).Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Adult Learning; Case Studies;

*Education Work Relationship; *Educational Environment;

Educational Opportunities; Educational Strategies;

Environmental Influences; Foreign Countries; *Learning

Processes; Learning Strategies; Organizational Climate;

Participation; Postsecondary Education; Student Motivation;

*Vocational Education; *Work Environment

IDENTIFIERS- Australia; *Guided Study; Learning Organizations;

*Work Based Learning

The factors that influence learning in workplaces were examined through a study of guided learning in five workplaces. Special attention was paid to the dual considerations of how workplaces afford opportunities for learning and how individuals elect to engage in activities and the guidance provided by the workplace. The readiness of the workplace to afford opportunities for individuals to engage in work activities and enjoy the benefits of both direct and indirect support proved to be a key determinant of the quality of learning in workplaces. Guided learning strategies (modeling, coaching, questioning, analogies, and diagrams) augmented learning through everyday work activities. However, the use of guided learning strategies and their perceived value varied across the five enterprises studied. Factors such as variations in enterprise size, activities, and goals did not fully explain the observed differences. The following items were deemed necessary for improving workplace learning: (1) appropriate development and implementation of workplace environments that are invitational; (2) tailoring of the workplace learning curriculum to particular enterprise needs; (3) encouragement of participation by those who are learning and those who are guiding the learning; and (4) appropriate selection and preparation of the learning guides. (Contains 23 references.) (MN)

ED 456 262

CE 082 242

Meyers, Dave; Blom, Kaaren

Training Package Implementation: Innovative and Flexible

Approaches.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To

Work. Proceedings of the Australian Vocational Education and

Training Research Association (AVETRA) Conference (4th,

Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141).Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agricultural Occupations; Case Studies; Community

Grace, Lauri
Barriers to Learners' Successful Completion of VET Flexible
Delivery Programs.

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To
Work. Proceedings of the Australian Vocational Education and Training
Research Association (AVETRA) Conference (4th, Adelaide,
Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Academic Persistence; Adjustment (to Environment);
Case Studies; *Delivery Systems; *Distance Education; Dropout
Prevention; Dropout Research; Educational Environment;
Educational Needs; Educational Research; *Flexible Progression;
Foreign Countries; Needs Assessment; Nontraditional Students;
Open Education; Postsecondary Education; Reentry Students;
Research Needs; *School Holding Power; Secondary Education;
Skill Development; Student Characteristics; Student Needs;
Teacher Student Relationship; Thinking Skills; *Vocational
Education

IDENTIFIERS- *Australia; TAFE (Australia)

In the early 1990s, Australian policymakers began explicitly
promoting increased use of flexible delivery in vocational
education and training (VET). Some researchers argued that many
students lack the learning skills required to deal with the
unique demands of flexible delivery. Concerns were also raised
about the VET sector's capacity to help students develop needed
cognitive and metacognitive skills. A review of the literature
revealed wide agreement that students' success in flexible
delivery and open and distance education in Australia and
elsewhere is generally determined by a complex interplay of
factors, including the following: readiness for self-directed
learning; ability to balance the time demands of study with
other commitments such as family and work; level of literacy;
ability to understand and deal with assessment requirements;
level of motivation; and previous educational experiences. Two
case studies based on the actual experiences of two of six
students interviewed about their experiences in flexible VET
delivery were reviewed. Both students decided to withdraw from
their VET course because of several interconnected factors that
built up over time. Both cases illustrated that some problems
that can be addressed quickly in face-to-face learning
environments are much more difficult to resolve when students
are off campus. (Contains 23 references.) (MN)

ED 456 279

CE 082 259

Kenyon, Chris; Hase, Stewart
Moving from Andragogy to Heutagogy in Vocational Education.

PUB DATE- 01

NOTE- 9p.; In: Research to Reality: Putting VET Research To Work.
Proceedings of the Australian Vocational Education and Training
Research Association (AVETRA) Conference (4th, Adelaide,
Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Adjustment (to Environment); Adoption (Ideas); Adult
Education; *Adult Learning; Adult Students; Andragogy;

inquiry and lifelong learning. (KC)

ED 456 295

CE 082 275

McNickle, Cathy

Online Student Services: An Overview of the Provision.

PUB DATE- 01

NOTE- 14p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232. An online initiative within the Framework for National Collaboration in Flexible Learning in VET (2000-2004). Paper presented by Rhonda Daniell.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Content; Curriculum; Developed Nations;

*Educational Innovation; Enrollment; Foreign Countries;

*Guidance Programs; *Information Dissemination; Information

Networks; Job Search Methods; Occupational Information; *Online

Systems; *Outreach Programs; Postsecondary Education; School

Orientation; *Student College Relationship; *Student Personnel

Services; Student Placement; Vocational Education

IDENTIFIERS- *Australia

This paper presents an overview of online student services being used by 19 vocational education and training (VET) and higher education institutions in Australia. Information was gathered through site visits between July and September 2000 about online support services for prospective students, enrolling students, enrolled students, and graduating students. A high percentage of participating institutions support all four categories of students with information of varying depth and accessibility. Services provided online include career advice, course information, course advice, information on administrative details, details of the enrollment process, fee-payment options, orientation to online learning, introduction and orientation to specific courses, communication links, administrative services, academic support, personal counseling, career counseling, academic resources (library, databases), information technology support and help lines, career placement, job search skills, resume development, interviewing tips, agency links, grades and transcripts, and teaching, learning, and developmental issues. Many innovative practices were found among the online services provided to students. (Contains 10 references.) (KC)

ED 456 296

CE 082 276

Misko, Josie

Destinations of School Leavers Who Participated in Structured Workplace Learning Programs.

PUB DATE- 01

NOTE- 14p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232. In conjunction with the Enterprise and Career Education Foundation, formerly the Australian Student Traineeship Foundation.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference

*Educational Innovation; Educational Practices; *Educational Technology; Educational Trends; Foreign Countries; *Online Courses; Online Systems; Organizational Change; Organizational Climate; Postsecondary Education; Professional Development; *Teacher Attitudes; Teacher Researchers; Teacher Role; *Teaching Experience; Technical Institutes; Trend Analysis; *Vocational Education

IDENTIFIERS- Australia (South Australia); Knowledge Development; *TAFE (Australia); Web Based Instruction

The extent of vocational education and training (VET) teachers' knowledge about and experiences of online learning and teaching was examined in a collaborative research project undertaken with leading practitioners of VET online in technical and further education (TAFE) in South Australia in 2000. Eighteen VET practitioners considered at the leading edge of online education in TAFE in South Australia volunteered for the project. Data were gathered through a survey, structured interviews, online research events, and two face-to-face workshops. The study focused on the following aspects of professional online practice: (1) producing new knowledge about online teaching and learning; (2) new professional roles and practices arising from the use of online methodologies; (3) new forms of workplace learning for VET practitioners working online; and (4) new organizational contexts for online practice. The study established that those who are considered leading-edge online practitioners are exploring and experimenting rather than systematically constructing their experiences and knowledge. It was concluded that the use of online technologies to facilitate vocational learning is not simply a matter of updating or refreshing traditional professional practice but instead represents and requires a break with the past and the construction of a new and more complex practice. (MN)

ED 456 313 CE 082 294

Schwab, R. G.
 VET-in-School for Indigenous Students: Success through "Cultural Fit."
 PUB DATE- 01
 NOTE- 11p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, South Australia, March 28-30, 2001); see CE 082 232.
 LANGUAGE- English
 EDRS Price- MF01/PC01 Plus Postage.
 PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
 DESCRIPTORS- Case Studies; Community Education; Course Content; Cultural Pluralism; *Cultural Relevance; Delivery Systems; Dropout Prevention; Dropout Research; Education Work Relationship; Educational Strategies; Employment Opportunities; Equal Education; Foreign Countries; Health Occupations; Hospitality Occupations; *Inclusive Schools; *Indigenous Populations; Innovation; Mainstreaming; *Outcomes of Education; Postsecondary Education; Program Design; Relevance (Education); *School Holding Power; Secondary Education; Social Integration; Social Isolation; Special Needs Students; *Vocational Education
 IDENTIFIERS- *Australia; Marginalized Groups; Place Based Education; Sense of Community; TAFE (Australia)
 Two innovative approaches to delivering vocational education and training (VET) in schools were examined to identify ways of helping Australia's indigenous students achieve academic success by ensuring a close cultural fit between course content

and Study (PAS) policy to make education available to and meet the learning needs of VUT's students and region. The policy had two components--personalized access and personalized study--linked by pathways. An evaluation in 2000 focused on how pathways were constructed and how students and staff experienced them. The evaluation found the overall demographic profile of VUT's higher education division changed after introduction of its PAS policy with an increasing percentage of students from nontraditional and disadvantaged backgrounds commencing degrees in the higher education sector. While the seamless movement of students from one sector to another was a long-standing government policy objective, the student experience of articulation showed it had not yet been achieved. A policy/practice gap occurred despite a commitment to learning pathways. Findings indicated research, policy, and practice are related and mutually dependent; understanding how each acts upon the other is an essential condition for understanding how research is translated into practice; and, although much research in the vocational education and training sector is research or analysis for policy, analysis of policy must not be neglected. (Contains 16 references.) (YLB)

ED 456 330

CE 082 311

Young, Graeme

Using Research To Inform Business and Strategic Decisions.

PUB DATE- 01

NOTE- 14p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Planning; Data Analysis; *Decision Making; Developed Nations; Environmental Scanning; Foreign Countries; Investigations; Postsecondary Education; Program Evaluation; *Research Methodology; *Research Problems; School Business Relationship; *Strategic Planning; *Technical Institutes
IDENTIFIERS- Market Research; TAFE (Australia)

This paper examines and reviews research techniques used to support business and strategic planning at a large metropolitan technical and further education (TAFE) college. Section 1 is an outline of the structure of Chisholm Institute's planning and research processes. It discusses the management structure, strategic plan, and departments within the strategy. Section 2 describes these four areas of research undertaken by staff in the Quality and Planning Department: analysis of internal and external databases, evaluation of program and services, market research/investigative activities, and trend monitoring and environmental scanning. Section 3 addresses benefits and shortcomings of the research techniques. It finds the internal database analysis enables analysis of primary data, but it is static and can only provide an analysis of previously captured information; external databases provide a wider picture of the student population, but may be difficult to drill down to a local level; evaluations of programs and services provide a measure of success of targets, but are dependent on their focus and extent; market/investigative research can provide answers on an issue, but can be costly in time and resources; and trend/environmental scanning allows access to a range of information sources, but the information obtained may not be applicable to local conditions. (YLB)

disorders. It provides tips on living drug-free and contains skits that adolescents can act out to help generate awareness and discussion about substance abuse. A list of books and organizations that help with addiction prevention are included. (JDM)

ED 456 349

CG 031 110

Bridges to Student Success: Exemplary Programs, 2001.

PUB DATE- 01

NOTE- 29p.; For the Exemplary Programs, 2000, see ED 445 307.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Programs; *Demonstration Programs; *Educational Innovation; *Higher Education; Program Development; *Student Personnel Services

This document presents 10 student affairs programs selected by the National Association of Student Personnel Administrators as being exemplary programs in their field. The programs address a broad range of objectives, including preparing students to become effective leaders; helping students combine work and academics; involving students more extensively in campus life; creating a more open campus environment; giving students a residential college experience as well as the support of a community college; and raising funds for student affairs programming. The 10 programs include (1) "Student Life Fund Development Program" (University of Arizona); (2) "The Institute for Collaborative Learning" (Fitchburg State College and Mount Wachusett Community College); (3) "Involved" (Ithaca College); (4) "Student Employment Training Program" (University of Maryland-College Park); (5) "Undergraduate Leadership Minor" (University of Minnesota-Twin Cities); (6) "The Wackerle 4-Year Intentional Career and Leadership Development Program" (Monmouth College); (7) "Women Involved in Living and Learning (WILL) Program (University of Richmond); (8) "Center for Student Businesses" (University of Massachusetts-Amherst); (9) "Gay, Lesbian, Bi-Sexual, and Transgender Training Series" (University of Nevada-Las Vegas); and (10) "BlueCD 2000" (Western Washington University). (JDM)

ED 456 350

CG 031 111

Community Organizing. Technical Assistance Packet.

PUB DATE- 00

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - General (130), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Action; *Community Problems; Drug Education; Guns; Health Promotion; Internet; Prevention; Problem Solving; Public Health; Resources; *Substance Abuse; *Violence

Community organizing can encompass coalition building or community development, each of which represents steps in getting something done in a community. Before undertaking a project, it is important to figure out the exact problem the community is trying to address. From there, it can be determined how to address it, who else will be involved, and how the steps to success will be measured. This packet provides tools, tips, and resources that will help communities undertake needed measures to reduce substance abuse and gun violence. It

teacher teams who are interested in developing classroom activities for their school in order to build a comprehensive guide. Additional resources for career development from the American Institutes for Research and the American School Counselor Association are appended. (JDM)

ED 456 376

CG 031 149

Duncan, Cecil

African American College Students: Establishing HIV Prevention Programs.

PUB DATE- 01

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *At Risk Persons; *Black Students; *College Students; Health Promotion; Higher Education; Interpersonal Relationship; Literature Reviews; Prevention; *Safe Sex; Sexuality

IDENTIFIERS- Condoms; Heterosexuality

African American college students are among the age group of African Americans who are at significantly higher risk for heterosexual transmission of human immunodeficiency virus (HIV). Much of the research in this area suggests that for the majority of these students, there is little or no relationship between the knowledge of HIV transmission and safer sexual behavior. Simply being knowledgeable about HIV transmission is not sufficient to change risky sexual behavior. None of the research clearly elucidates the factors that serve as barriers to those who either fail to use condoms or do so inconsistently. Based on this literature review, it is apparent that the barriers to practicing safer sex are complex. Several recommendations are included on developing HIV prevention programs for African American college students. HIV prevention might be best included within the context of more general health promotion campaigns. Sustained effort is needed to build trust and credibility between the African American community and prevention program staff. Health beliefs and how they may impact preventive measures need to be identified. Privacy and ease of accessibility to HIV testing must be assured. Peer influence must be taken into account, and education about use and availability must be considered. (Contains 23 references.) (JDM)

ED 456 377

CG 031 154

Duncan, Cecil

A Survey of African American College Students: Reactions to the Terrorist Acts of September 11, 2001.

PUB DATE- 01

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Black Colleges; *Black Students; College Students;

*Coping; Higher Education; Interpersonal Communication;

Posttraumatic Stress Disorder; Resilience (Personality);

*Student Reaction; Student Surveys

IDENTIFIERS- African Americans; *September 11th Attacks;

*Terrorism Survivors; United States (South)

A survey instrument was developed to identify the impact the World Trade Center and the Pentagon bombings of September 11, 2001, had on African American college students attending an

resources; and ways in which to acquire new skills for teaching in an electronic-based classroom. Content of the workshop includes: current changes in technology experienced by students in all facets of their lives, including the classroom; the changing role of workers, including career counselors in the 21st century; the value of technical support when teaching in a digital environment; and effective methods for using traditional and digital resources for a holistic approach to career/life planning. Search engines; educational Web sites; labor market and career related Web sites and software; and online career inventories and assessments are listed. (MKA)

ED 456 398

CG 031 202

Haddock, Rebecca Jaurigues
Get the Balance Right.

PUB DATE- 01

NOTE- 7p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Career Development; Counselor Role; *Employment; *Life Satisfaction; *Quality of Life; *Quality of Working Life
Today work goes on 24 hours a day, 7 days a week, and is about acceleration and access. Workers need balance more than ever. In fact, recent college graduates value work/life balance as their key factor in selecting employers. This paper, written for career counselors, defines balance as encompassing emotional, spiritual, physical, and developmental components; taking beliefs, dreams, and experiences into account; living in the present; and taking action. Balance can be expressed in many different ways such as mobility; flexibility; resilience; fulfillment; yearning; awareness; peace; energy; and relaxation. A discussion of what individuals can do to create work/life balance offers 13 suggestions. Fifteen suggestions for infusing work balance into organizations are also provided. The paper concludes by reminding career counselors that they must develop their own balance before they can influence other people, organizations, and industries. (MKA)

ED 456 399

CG 031 203

Jacobsen, Mary H.
Hand-Me-Down Dreams: Integrating Family Perspectives into Career Counseling.

PUB DATE- 01

NOTE- 8p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Career Counseling; Career Planning; Counselor Role; Counselor Training; Family Influence; *Family Work Relationship; Intervention; *Objectives

Exploring family influences is particularly helpful for career counseling clients who are stuck pursuing goals they know they want; clients who feel torn between practical or realistic

the philosophy of individualized reading; and eclectic philosophy of reading instruction. It concludes that the reading teacher needs to: keep abreast and updated in matters pertaining to philosophy, trends, and issues in education; provide for the individual needs, interests, and purposes of the student in reading; and diagnose and remedy deficiencies in student reading. (Contains 10 references.) (NKA)

ED 456 421

CS 014 466

Sadler, Charlotte Rose
Comprehension Strategies for Middle Grade Learners: A Handbook
for Content Area Teachers.

PUB DATE- 01

NOTE- 88p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- *Classroom Techniques; *Content Area Reading;
*Critical Reading; Middle Schools; *Reading Comprehension;
*Reading Strategies; *Student Needs; Teacher Role

IDENTIFIERS- *Comprehension Monitoring; Content Area Teaching

Although students are expected to read and comprehend grade-level texts by the time they reach middle school, classroom teachers are constantly challenged to instruct students who have difficulty comprehending what they read. But how does a middle school teacher approach this task, particularly a teacher with limited experience in reading instruction? This handbook aims to arm teachers in all curricular areas with practical tools to help students understand their assigned readings. The handbook offers 56 basic strategies, each with a description and easy-to-follow procedures, content area examples, and suggestions for assessment. It presents accessible one-page strategies in which the content areas are noted clearly for ease of location. The handbook divides the strategies into the following six sections, based on their primary goal: Checking for Understanding; Fostering Cooperative Learning; Connecting to Previous Knowledge; Improving Organization; Promoting Independent Learning; and Teaching to Learning Style. The activities in the handbook can be used with individual students, small groups, or the entire class. (Contains 52 references.) (NKA)

ED 456 422

CS 014 468

Kolic-Vehovec, Sveltana; Bajcanski, Igor
Children's Metacognition as Predictor of Reading Comprehension at
Different Developmental Levels.

PUB DATE- 01

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Developmental Stages; Elementary Education; Foreign
Countries; *Metacognition; Predictor Variables; *Reading
Comprehension; Reading Processes; Reading Research

IDENTIFIERS- Croatia; *Reading Fluency

The developing relation between children's knowledge about the goals and processes of reading, their skills to apply metacognitive strategies, and reading comprehension was examined. Participants were children in third-, fifth-, and eighth-grades in two primary schools in Rijeka, Croatia. All

PUB DATE- 01

NOTE- 13p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Educational Change; Foreign Countries; *Literacy; Middle Schools; *Performance Based Assessment; *Student

Evaluation; *Teacher Role

IDENTIFIERS- Australia (Melbourne)

This paper reports on the shifts in literacy teaching and learning that occurred at a Melbourne primary school, one of twelve schools that took part in a large research project undertaken by staff at Deakin University funded by the Victorian Department of Education, Training and Youth Affairs: Middle Years Literacy Research Project. The project focused on literacy teaching, learning, and assessment of students in the middle years of schooling. Through close collaboration between the researcher and teachers at the school, significant changes were made to the language and literacy program. These changes reflected current language theory and extended the school's focus on independent learning to the area of literacy. The development of more authentic ways of assessing student learning grew out of the work in the project as teachers sought assessment practices that were consistent with their philosophy of teaching and learning. With a focus on developing authentic literacy practices, teachers developed new ways of tracking and reporting student achievement. (Author/RS)

ED 456 444

CS 217 682

Myland, Bernice

Language, Literacy and Participation Rights: Factors Influencing the Educational Outcomes of Boys.

PUB DATE- 01

NOTE- 8p.; Paper presented at the European Reading Conference (12th, Dublin, Ireland, July 1-4, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Cultural Context; Diversity (Student); *Equal Education; Foreign Countries; Indigenous Populations;

*Literacy; *Males; *Outcomes of Education; *Sex Role

IDENTIFIERS- *Australia

This paper addresses concerns about boys and literacy in Australia. The paper notes that boys appear to be behind girls on most measures, and there are also differences between social and cultural groups--therefore, boys in high socio-economic groups outperform girls from industrial and some rural areas. It notes that girls from each area outperform the boys. The paper explains that such a pattern leaves boys, especially boys from the Aboriginal population, most at risk in Australian educational institutions while showing patterns of inequity across the whole system. The paper discusses issues of equity and difference in educational outcomes using examples like inappropriate assessment measures to suggest how boys may be discriminated against in the context. It argues for participation rights in relation to linguistic and cultural

a laboratory to support attitudinal change and skills development. National Communication Association members were surveyed about the presence of a comm lab on their campuses. Faculty from 10 campuses (Columbus State University, East Tennessee State University, Golden West College, Ithaca College, Luther College, San Jose State University, College of San Mateo, College of William and Mary, Southwest Texas State University, and University of Colorado-Colorado Springs) provided information on their lab-based programs and described the advantages and challenges of having such a lab. Some hints for starting up and running a communication lab include: involve as many communication faculty as possible; involve students in the lab; develop and provide lab-based instructional modules; promote the lab extensively on campus; and document and assess everything. (HKA)

ED 456 465

CS 510 604

Leone, Ron
Offense and Harm as Predictors in a Third-Person Effect Variation Study.

PUB DATE- 01

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Films; Higher Education; *Mass Media Effects; Mass Media Role; Media Research; Predictor Variables; *Sexuality; *Student Attitudes; *Violence

IDENTIFIERS- *Motion Picture Ratings; Offensiveness; *Third Person Effect

The purpose of this study is to examine how personal offensiveness to, and perceived harmfulness of, violent and sexual film content relates to the setting of minimum age limits for viewing movies containing examples of each. Using third-person effect as a theoretical framework, a 2x2 experiment was conducted. Subjects, undergraduate students in introductory film studies courses at a public northeastern United States university, were asked to assess how harmful they believed what they viewed was, and instead of responding to "effects on self" items, subjects indicated levels of personal offensiveness to the material. It is hypothesized that subjects will find sex more offensive than violence, and personal offensiveness will outweigh perceived harmfulness as affecting behavior (setting a minimum age limit for viewing). Findings are mixed: although sex appears to not be more offensive than violence, personal offensiveness does seem to outweigh perceived harmfulness when setting a minimum age limit for viewing sexual and/or violent movie content. (Contains 55 references, 5 notes, and 8 tables of data.) (Author/RS)

ED 456 466

CS 510 605

Dvorak, Jack; Phillips, Kay D.
Job Satisfaction of High School Journalism Educators.

PUB DATE- 01

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001). Figures of data are in color and may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

the following eight papers: "Academic Letters of Recommendation: Perceived Ethical Implications and Harmful Effects of Exaggeration" (David L. Martinson and Michael Ryan); "It's All about the Information Salience Effects on the Perceptions of News Exemplification" (Francesca Dillman Carpentier, Hong-Sik Yu, and Coy Callisen); "Negative Implications of the Third-Person Effect on Program Assessment Validity: An Experiment with the Drug Abuse Resistance Education Program" (Stephen A. Bannings); "The Effects of Increased Awareness on College Students' Interpretations of Magazine Advertisements for Alcohol" (Erica Weintraub Austin, Amber Reame Miller, John Silva, Petra Guerra, Neva Geisler, Luxelvia Gamboa, Oriolak Phakakayal and Bryant Kuechle); "Play Theory Revisited: Dimensions of Play in Television and Internet Use" (Stanley T. Hearnden and Joseph M. Harper); "Demystifying Technology and Empowering Students: A Case Study of Communicative Strategy in a New Media Classroom" (Meredith Li-Vollmer); "An Activist Pedagogical Approach: Creating a Media Resource Kit for Community Organizations" (Linda Jean Kenisicki); and "If We Build It, Will They Come? The Effects of Experience and Attitude on Traditional-Aged Students' Views of Distance Education" (Tracy Iranil). (RS)

ED 456 469

CS 510 640

Proceedings of the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, Arizona, August 9-12, 2000). Miscellaneous, Part III.

PUB DATE- 00

NOTE- 321p.; For other sections of the 2000 proceedings, see CS 510 451-470, CS 510 495, and CS 510 639.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Advertising; Cable Television; Communication (Thought Transfer); Decision Making; Eating Disorders; Editing; Electronic Text; Ethics; Females; Internship Programs; *Mass Media; *Mass Media Role; Models; National Surveys; Periodicals; *Public Relations; *Public Speaking; *Scientific and Technical Information; Secondary Education; Sex Fairness; Teaching Methods; Textbook Content

IDENTIFIERS- Public Broadcasting Service; Uses and Gratifications Research

The Miscellaneous, part III section of the proceedings contains the following 11 papers: "The Relationship between Health and Fitness Magazine Reading and Eating-Disordered Weight-Loss Methods among High School Girls" (Steven R. Thomsen, Michelle M. Weber, and Lora Beth Brown); "A Practical Exercise for Teaching Ethical Decision Making to Advertising Students" (David L. Martinson); "How Media Planning Professionals See Changes in the Marketplace Affecting the Teaching of the Media Planning Course" (Carla V. Lloyd, Jan S. Slater, and Brett Robbs); "Ethics for Editors: What 11 Editing Textbooks Teach" (Susan Keith); "Teaching Communication in an Effective Large Lecture Format" (Madeline M. Keaveney); "Four Gender Equity Models and Why They Matter to Mass Communications Education" (Kim Golombisky); "Integrating Public Speaking into the Advertising Curriculum" (Kim Golombisky); "Media Reliance and Science Knowledge: Do People Learn Science Information from the Media the Same Way They Learn Political Information?" (Raymond N. Ankney); "The PBS Brand versus Cable Brands: Assessing the Brand Equity of Public Television in a Multichannel Environment" (Sylvia M. Chan-Olmsted and Yungwook Kim); "Discrepancy of Gratifications of Online News Readers" (Jung-

in which to involve them. Appendixes include a brochure and framework for improvement, and a completed evaluation standards checklist. (Contains 47 references.) (DFA)

ED 456 509

EA 031 170

Howley-Rowe, Caitlin

Tinder Elementary: A Case Study of the Quest Network.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 85p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; Case Studies; Cooperation; Decision Making; *Educational Administration; Educational Change; *Educational Improvement; Elementary Education; *Evaluation; Public Schools; School Culture

In 1996, Quest staff began working with teams from school communities in three West Virginia county school districts to invigorate efforts for continuous school improvement. This first learning community consisted of students, teachers, administrators, parents, and community members, who ultimately wrote individual school visions and improvement plans and co-authored a supplemental guide for state-mandated school improvement plans. Tinder Elementary became involved in Quest in 1997 when four staff members and one parent attended the first elementary network rally. The school also involved Quest staff in two co-ventures in learning, during which Quest staff interviewed teachers and students, observed 24 classrooms, and planned with parents the piloting of a series of sessions on Successful, Motivated, Autonomous, Responsible, and Thoughtful (SMART) learners. Although the school was highly involved in the project in many respects, there were some limitations to their participation. The project also had little impact on student achievement, though positive trends in grades 3 through 5 were apparent, and a few statistically significant improvements were located. Student Test of Cognitive Skills/2 total, nonverbal, and verbal scores were consistently higher in 1998 and 1999 than in 1996, when Tinder began its involvement in Quest. Appendixes contain the Quest brochure and framework; interview protocols for individual, group team members, and student focus groups; and a questionnaire, checklist, and instrument. (Contains 44 references and 17 tables.) (DFA)

ED 456 510

EA 031 171

Marshak, David

Improving Teaching in the High School Block Period. A Scorecrow Education Book.

PUB DATE- 01

NOTE- 223p.; Financial support provided by Fred Bay and the Josephine Bay Paul and C. Michael Paul Foundation.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Block Scheduling; *Educational Change; *High Schools; Internet; Public Schools; Student Improvement; *Teacher Effectiveness; *Teacher

the 3-year evaluation period. However, the results of a reliable cost-benefit analysis show that CrossRoads does pay back the state and local investment in it over time. The Georgia Department of Education makes the general recommendation that funding continue for the CrossRoads program. It also contains four technical appendices: data-collection forms, site-visit schedules, detailed coding procedures, and the evaluation focus and framework. The report includes 44 tables and 17 exhibits. (RT)

ED 456 529

EA 031 203

Nelson, Jeannette; Kerr-Kidwell, PJ
Soliciting Support for the American Public School: A Guide To Inform Administration and Educate Parents.

PUB DATE- 01

NOTE- 115p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Guides; Elementary Secondary Education; Parent Education; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; *Public Schools

While teachers, administrators, and their schools are constantly being bombarded with demands for excellence, little attention has been paid to the role of parents to achieve high levels of learning with their children. An area of concern is the modeling parents can provide by placing high value on learning. Parents must become knowledgeable about and involved in current educational practices. School employees must find areas where parents can be directly involved in the schools, uniting them in a common cause such as improving school safety or tutoring below-level readers. They must help in educating parents as to the necessity of staying involved with their child's school through high school graduation. The purpose of this paper is to develop a literary review and a guide for parents outlining how they can support public schools. The guide offers suggestions for communicating with school personnel, providing resources to the school, and learning about school programs, standardized testing laws, and procedures. It also offers information regarding current instructional methods employed by teachers and the rationale for the methods. Appendices A and B contain a brief PowerPoint presentation offering guidelines to administrators for obtaining parent support. (RT)

ED 456 530

EA 031 204

Howley-Rowe, Caitlin; Chadwick, Kristine
Evaluation of Collaborative Efforts between AEL and the Virginia Governor's Best Practice Centers.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Change; *Educational Cooperation; Educational Improvement; Elementary Secondary Education;

lack, staff of the Quest project at AEL, Inc. conducted a multi-method exploratory study of issues considered significant to schools' engagement with reform. Focus group interviews of February 1999 Quest conference participants (N=41) were conducted, and phone interviews were made to teachers less engaged or not involved in the Quest network (N=26). Study participants were also asked to complete the Quest Engagement Survey form (N=58). Responses were numerically coded and analyzed statistically. Survey responses indicated that personal beliefs about education and change were most significant to both beginning and ongoing participation. Focus-group and individual interviews suggested that building-level administrative support for participation had been most important to both initial and sustained involvement. These and other findings suggest that organizations supporting school improvement ought to consider ongoing needs assessment as a means to target support and assistance that remains relevant to participating schools as reform continues. This report concludes with 39 references and an appendix containing a Quest brochure and Framework for Continuous School Improvement. (RT)

ED 456 549

EA 031 249

Pol, Milan; Rabusiova, Milada
Autonomous School Development: A Challenge for Everyone Involved.
PUB DATE- 97

NOTE- 10p.; Paper presented at the Erweiterte Autonomie fur Schule (Extended Autonomy of School) Conference (Hirszgyhaza, Hungary, August 31-September 6, 1997.)

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Change; "Boards of Education; Educational Change; Elementary Secondary Education; Foreign Countries; "Governance; Government School Relationship; "School Based Management; School Community Relationship; School Organization; School Support

IDENTIFIERS- "Czech Republic

The transition of the Czech school system from a centralized system to one where schools enjoy greater autonomy has not been smooth. Educators and administrators need to learn new skills in interacting with parents, community, and each other in an educational system that is becoming more decentralized. Several surveys were conducted to characterize this transition. This report describes new and problematic developments in the Czech educational system, such as the formation of school boards and boards of governors. School boards, meant to represent local communities, parents, and educators, appear to be too far from schools, too slow to react, and unable to play an important role in the system. Boards of governors, intended to evaluate school activity, develop the school's contact with the community, and defend the interests of the pupils, lack support from central, regional, and local governing bodies, which have adopted a "let's wait and see what happens" attitude. Communication problems need to be resolved at all levels of the educational system; accountability procedures need to be established at all levels; and trust needs to be established between parents and school personnel. Autonomous school development, only recently started in the Czech Republic, needs constant attention to take root. (Contains 11 references.) (RT)

ED 456 550

EA 031 251

ED 456 569

EA 031 304

Minnesota Education Yearbook, 2000: The Status of Pre-K-12
Education in Minnesota.

PUB DATE- 00

NOTE- 117p.; Produced by the Office of Educational
Accountability, College of Education and Human Development,
University of Minnesota.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Accountability; Elementary Secondary Education;
School Statistics; *State Standards

IDENTIFIERS- American College Testing Program; Minnesota;
Minnesota Basic Standards Tests; Minnesota Comprehensive
Assessment

The Office of Educational Accountability has compiled and
analyzed indicators of progress in developing a statewide
accountability system in Minnesota. This report focuses on the
state as a whole, not on specific schools or districts. Chapter
1 is an introduction to Minnesota's accountability history and
current concerns. Chapter 2 examines educational accountability
at the state and federal levels. Quality-control measures to
ensure accuracy of test results are emphasized, especially in
the aftermath of a scoring error found in a Basic Standards
Test in mathematics. Allowing parents and students to review
student test results is also recommended. Chapter 3 describes
the students and such teaching resources as funding and staff.
Chapter 4 discusses course work, attendance rates, grade
promotion, and graduation rates. Chapter 5 covers student
achievement in statewide tests. Chapter 6 offers major
conclusions and/or recommendations in the areas of per-pupil
expenditure, teacher salaries, ACT scores of high school
seniors, ethnic differences in attendance and promotion rates,
4-year graduation rates, statewide test scores in reading and
math, social promotion rates, and enrollment changes. A review
of expectations for school performance standards established by
other states, to comply with federal Title I requirements, is
provided in chapter 2. Appendix A is a glossary. Appendix B
gives student scores on the Minnesota Comprehensive Assessments
and Basic Standards Tests. (Contains 21 tables and 37 figures.)
(RKJ)

ED 456 570

EA 031 305

Guerra, Lydia

Idaho State Board of Education K-8 Achievement Standards.

SPONS. AGENCY- J.A. and Kathryn Albertson Foundation, Inc.,

Boise, ID.

PUB DATE- 00

NOTE- 280p.; Funds for the project were provided by a grant from
the J. A. & Kathryn Albertson Foundation.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Achievement; *Accountability; Elementary
Education; *State Standards

IDENTIFIERS- Idaho

The first section of this report on Idaho's achievement standards
provides the mathematics standards for kindergarten through
eighth grade. In the second section, social studies standards
for kindergarten through fifth grade are given, followed by
history of human civilization for middle grades, geography for

Participation; Professional Development; Program Design;
Program Development; Program Implementation; Secondary
Education; *Self Determination; Vocational Education
IDENTIFIERS- *Character Education

This final report discusses the activities and outcomes of Project Anchor, a 3-year federally funded model demonstration project that was created to address how service providers, families, employers, and the community could work together to improve educational services and results for secondary students with emotional and behavioral disorders. The program was implemented at the Mark Twain School in Rockville, Maryland, and achieved many positive outcomes. Key to project success was the involvement of students and families in the assessment and planning process and professional development activities. The project's achievements included: (1) the development and use of a self-determination curriculum resulting in demonstrated increases in students' self-determination abilities; (2) the creation of a career education department; (3) the development of integrated academic and vocational curriculum; and (4) increased youth development activities and student participation. The report includes an explanation of the program's development, an overview of the Mark Twain Self-Determination Curriculum, a description of the implementation of the Career Education program, and a description of the character education components of the program. Extensive appendices include evaluation materials, an explanation of the level system and rewards for behavior management, and a description of the strategic plan. (References are provided throughout the document.) (CR)

ED 456 589 EC 308 573

Muller, Eve; Linehan, Patricia
Federal Disability Terms: A Review of State Use. Quick Turn
Around (QTA).

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01

NOTE- 12p.; Produced by Project Forum at NASDE.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Classification; *Definitions; *Disabilities;
Elementary Secondary Education; Federal Legislation; *Federal
Regulation; National Surveys; *Special Education; *State
Programs; Vocabulary

IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act
Amend 1997

This Quick Turn Around issue analysis summarizes information gathered by Project FORUM on the disability terms used by state education agencies (SEAs). All 50 states and 6 non-state jurisdictions returned completed surveys between February and April 2001. Of the 56 respondents, 18 SEAs report having aligned their terminology completely with the 12 federal disability terms. Seven other states report using all but one of the exact federal disability terms. One of these seven states replaces "specific learning disabilities" with the similar term "learning disability." One state explicitly uses the term "visual impairment including blindness" in place of the federal category for "visual impairment" and another state does not use the category "multiple disabilities." In the four others, an alternate term is used in place of "mental retardation" and/or "emotional disturbance." Results from the survey indicate SEAs are most likely to use exact federal disability terms for the two newest disability categories

Disabilities Education Act (IDEA) and findings from court cases regarding behavioral intervention plans (BIPs) for students with disabilities. The following eight recommendations are provided for school districts as they strive to implement the behavioral intervention provisions of IDEA and meet the needs of students: (1) when school district personnel are concerned about behaviors exhibited by a student or when the student is exhibiting a pattern of behavior, it is important that the district conduct a multidisciplinary evaluation to determine eligibility for special education services; (2) all behavioral concerns should be documented in writing; (3) Individualized Education Programs should address behavioral concerns of the student; (4) the BIP should be based on the functional assessment of the student; (5) the BIP should be followed by those individuals responsible for implementation, which requires those individuals to have a copy of it; (6) the BIP should be implemented during all parts of the day and in all settings where behavior impedes learning; (7) positive behavioral interventions must be part of the BIP and should teach the child replacement behaviors; and (8) the services provided must be such that the student gains meaningful benefit. (CR)

ED 456 606

EC 388 593

Tillmann, Jennifer D.; Ford, Laurie
Analysis of Transition Services of Individualized Education
Programs for High School Students with Special Needs.

PUB DATE- 01

NOTE- 24p.; Paper presented at the Annual Meeting of the National
Association of School Psychologists (Washington, DC, April 17-
21, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; *Compliance (Legal); *Disabilities;
High School Students; High Schools; *Individualized Education
Programs; Rural Urban Differences; *Severity (of Disability);
*Student Educational Objectives; *Transitional Programs
IDENTIFIERS- Amendments; *Individualized Transition Plans;
Individuals with Disabilities Educ Act Amend 1997

This paper presents the findings of a study that examined the transition services of individualized education programs (IEPs) for high school students with special needs. The Program Evaluation for Procedural and Substantive Efficacy of Transition Services was used to analyze 262 IEPs in terms of procedural compliance with the Individuals with Disabilities Education Act, substantive content of goals and objectives written, and congruence between present level of performance statements and types of annual goals written. Results were analyzed across special education classification and school district size. No significant differences were found for school district size. Overall compliance varied by the types of items examined. Additionally, the number and type of annual goals written and number of short-term objectives met varied depending on the student's special education classification. More academic and transition goals were written than behavioral and other goals for students in all special education categories. Students with learning and emotional disabilities tended to have more academic goals written for them than any other type. Students with educable mental disabilities and low incidence disabilities tended to have the most transition goals

It presents ideas for creating good educational landscapes and provides step-by-step procedures to achieve this goal. The steps include ground surveying and analysis, establishing community and school needs and wants, planning changes and preparing the design process, publicizing and consulting to get feedback on the proposals, selecting and establishing fundraising sources, implementing the plan and building its momentum, and incorporating maintenance and sustainability features in the planning. A checklist is offered to help planners assess whether the project addresses sustainability principles. Appendices focus on planning play areas. Topics discussed include play equipment, safety, surfacing, topography, and plants. Organizations are listed for addition information and support. (Contains 16 references.) (GR)

ED 456 630

EF 005 925

Prus, Mark J.
Prevailing Wage Laws and School Construction Costs: An Analysis of Public School Construction in Maryland and the Mid-Atlantic States.
PUB DATE- 99
NOTE- 43p.; Prepared for Prince George's County Council, Maryland.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Construction Costs; Elementary Secondary Education; Public Schools; *School Construction; *Wages
IDENTIFIERS- *Maryland

This document presents an analysis of the prevailing wage laws' impact on public school construction costs in Maryland. The document also provides a comparison of school construction costs of Mid-Atlantic states with prevailing wage laws as well as comparisons between Maryland jurisdictions with and without these laws. The discussion examines the extent to which local contractors have been harmed by unfair competition from outside contractors in the absence of prevailing wage requirements. Moreover, the document explores the extent to which the absence of prevailing wage rates in school construction impacts wages across the construction industry. Results show that there is no measurable or statistically significant increase in construction costs associated with prevailing wage regulations in the Mid-Atlantic States, nor do these regulations measurably affect school construction costs between jurisdictions with and without these laws in Maryland. Further, prevailing wage regulations appear to restrict the ability of urban contractors to win rural construction contracts. Yet, conversely, these regulations appear to encourage the award of urban jobs to rural contractors. Analysis shows construction workers earn a premium in prevailing wage jurisdictions over other nonagricultural workers. This premium ranges from 7 to 16 percent. (Contains 15 tables.) (GR)

ED 456 631

EF 005 936

National Survey of Public School Teachers.
PUB DATE- 01
NOTE- 17p.; Prepared by Beth Schapiro & Associates for the Carpet and Rug Institute and the International Interior Design Association Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

students are included. Appendices A and B contain a questionnaire and semi-structured interview questions. (Contains 23 references.) (KFT)

ED 456 653

FL 026 876

The Common Curriculum Framework for International Languages: Nine-Year Program (Grade 4 to Grade 12). Western Canadian Protocol for Collaboration in Basic Education, Alberta Version.

PUB DATE- 01

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC84 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; Learning Modules; Public Policy; *Second Language Instruction; Second Language Learning

IDENTIFIERS- *Alberta

This guide is designed to provide curriculum writers with student outcomes they can use to develop curricula for international language courses. For the purposes of this document, international languages are defined as languages other than Canada's two official languages, English and French. Aboriginal languages and cultures are the subject of another Western Canadian Protocol project. Teachers, educational administrators, parents, and other interested parties will find useful information about what to expect from international language courses and about effective approaches to language learning. This guide is divided into the following into two main sections, several subsections, and five appendices. The first section, "Introduction", is divided into the following six subsections: "Background"; "Rationale"; "Assumptions"; "Effective Language Learning"; "The Conceptual Model"; and "Organization of the Framework." The second section, "Nine-Year Program (Grade 4 to Grade 12)," is divided into four subsections: "Applications"; "Language Competence"; "Global Citizenship"; and "Strategies." Five appendices are titled: "Using the Framework"; "Areas of Experience"; "Global List of Strategies"; "Sample of List of Text Forms"; and "Glossary." (Contains 26 references.) (KFT)

ED 456 654

FL 026 879

The Common Curriculum Framework for International Languages: Kindergarten to Grade 12. Western Canadian Protocol for Collaboration in Basic Education, Alberta Version.

PUB DATE- 01

NOTE- 108p.; For a grade 4-12 curriculum, see FL 026 876.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; Learning Modules; Public Policy; *Second Language Instruction; Second Language Learning

IDENTIFIERS- Alberta; Canada; Manitoba; Saskatchewan

This guide is designed to provide curriculum writers with student outcomes they can use to develop curricula for international

in the district study a common foreign language throughout their schooling. This vision was based on the superintendent's belief that American secondary school graduates in the 21st century will be competing for positions in which bilingual language proficiency will offer a considerable advantage. The digest highlights five overarching themes believed to be key to the success of the program: careful and collaborative planning and evaluation; gradual program expansion; attention to progress in proficiency; high quality foreign language faculty; and reflective practitioners. (VNL)

ED 456 674

FL 026 950

Hazen, Kirk
Teaching about Dialects. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071), Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Dialects; English; Language Patterns; *Language
Variation; Learning Activities; Standard Spoken Usage;
*Teaching Methods

IDENTIFIERS- ERIC Digests; Language Change

The study of dialects offers a fascinating approach to learning about language. By learning about how language varies geographically and socially, students will come to understand that language changes over time, and that language use is linked to social identity. Language variation, or dialect diversity, reflects the fact that languages change over time and that people who live in the same geographical area or maintain the same social identity share language norms. Although dialects differ geographically and socially, no dialect is better structurally than another. While many people believe there to be only one correct form of a language, what is standard actually varies from dialect to dialect. If people have a better understanding of how language works, they would probably be less inclined to make negative judgments about speakers of different dialects. This digest addresses some of the difficulties teachers may encounter in teaching about dialects and provides several activities for helping students learn more about language and understand that language variation is a natural phenomenon. (VNL)

ED 456 675

FL 801 451

Disario, Nancy; Boehret, Sue; Gonzalez, Manuel A.
English as a Second Language Institute. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 00

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feesibility (142)

DESCRIPTORS- *Adult Education; *English (Second Language);
*Inservise Teacher Education; Language Teachers; *Literacy
Education; Professional Development; Second Language
Instruction; Second Language Learning; Teacher Education
Programs; Teacher Workshops

IDENTIFIERS- Northampton Community College PA

appendixes contain a glossary and technical notes. (Contains 14 tables, 10 figures, and 16 references.) (SLD)

ED 456 695

HE 634 251

Nicholson, Starr; Mulvey, Patrick J.
Roster of Physics Departments with Enrollment and Degree Data,
2000. AIP Report.

PUB DATE- 01

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (116); Reports - Descriptive

(Program/Project Descriptions) (14)

DESCRIPTORS- *College Students; *Degrees (Academic); *Enrollment;

*Higher Education; *Majors (Students); *Physics

This roster contains detailed data from the annual Survey of Enrollments and Degrees conducted in the 2000-2001 academic year, which contacted all degree-granting physics departments in the United States. Of the 778 degree-granting physics departments, 751 (96%) contributed to the data on 1999-2000 introductory course enrollments, 1999-2000 degrees, and fall 2000 undergraduate major and graduate student enrollments. Data show that the number of bachelor's degrees in Physics declined even as the overall number of bachelor's degrees increased. The number of U.S. graduate physics students has declined in recent years, but the number of foreign graduate physics students has increased. Overall, however, fewer Ph.D.s are being conferred in physics. The roster lists institutions alphabetically within each state and includes enrollment and degree data for physics and physical sciences and astronomy for U.S. and foreign students. (SLD)

ED 456 696

HE 634 252

Mulvey, Patrick J.; Langer, Casey
1999 Initial Employment Report: Follow-Up of 1996 Physics and
Astronomy Degree Recipients. AIP Report.

PUB DATE- 01

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(87); Numerical/Quantitative Data (110)

DESCRIPTORS- *Astronomy; *College Graduates; *Degrees (Academic);

*Employment Patterns; Graduate Surveys; Higher Education; Labor

Market; *Physics

This report is based on an annual survey of physics degree recipients conducted approximately 6 months after the end of the academic year in which they received their degrees. During the 1997-1998 academic year, there were 1,323 physics Ph.D.s conferred at the 183 departments granting physics doctorates in the United States. Departments reported that a little more than half of the degrees were conferred on U.S. citizens, and 13% of degree recipients were women. For the class of 1997-1998, the proportion of new doctorates who were unemployed and seeking work in the United States was 2%, down from a recent high of 6% for the classes of 1993 and 1994. Although some newer physicists filled industrial sector technical jobs, two-fifths of degree recipients who accepted a temporary postdoctoral appointment and almost three-quarters of those in other temporary positions indicated that a suitable permanent position was not available. In the class of 1997-1998, there were 3,621 physics bachelor's degrees awarded at 753 degree

opportunities, and reinforcement of the isolation typical of distance learning. Students made the following suggestions for improving the use of computers in distance learning with disabled students: (1) better access to study centers for physically disabled students; (2) permission to use computers during written examinations; (3) more training on computers and information about assistive devices; (4) more modes of information transmission (multi-media); and (5) access to the Internet for all students without making it mandatory because of varying needs of students with different types of disabilities. (Contains 59 references.) (KC)

ED 456 215

CE 082 107

A Vision for the Future: Alberta Apprenticeship and Industry Training--A Discussion Paper and Current Context and Selected Trends: A Profile of Apprenticeship and Industry Training in Alberta and A Vision for the Future: Responses to a Discussion Paper from the Alberta Apprenticeship and Industry Training Board and the Alberta Apprenticeship and Industry Training Division. Keeping You Informed....

PUB DATE- 97

NOTE- 78p.; For related "A Vision for the Future" documents, see ED 455 438 and ED 455 439. Produced with the Department of Advanced Education and Career Development. Some text may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; Access to Education; Adjustment (to Environment); Adult Learning; *Apprenticeships; Certification; Conventional Instruction; Economic Climate; Education Work Relationship; Educational Demand; Educational Finance; Educational Legislation; Educational Needs; Educational Objectives; *Educational Policy; *Educational Trends; Employers; Employment Qualifications; Foreign Countries; *Futures (of Society); Government School Relationship; *Industrial Training; Job Skills; Job Training; Labor Market; National Standards; Policy Formation; Population Growth; Postsecondary Education; Questionnaires; Relevance (Education); School Business Relationship; State Programs; Student Character *Alberta; Canada; Vision Statements

IDENTIFIERS- *Alberta; Canada; Vision Statements

These three publications examine the current state and future of apprenticeship and industry training in Alberta, Canada. The "Current Context" publication, released in October 1996, examines the following topics: the structure of apprenticeship and industry training in Alberta; enrollment and industry participation; Alberta's contribution to apprenticeship training and the interprovincial standards (Red Seal) program; funding apprenticeship and industry training; the emerging economic environment and skill requirements; and recent government initiatives. A "Vision for the Future," also published in October 1996, is a discussion paper and outlines the vision and principles of apprenticeship and industry training in Alberta. The "Keeping you Informed" publication, released in March 1997, presents the responses from stakeholders to the discussion paper. Both the "Vision for the Future" and the "Keeping You Informed" responses are structured around 14 specific goals and strategies related to responsiveness, accessibility, affordability, and accountability. The following are among the recommendations discussed in both papers: (1) redesign the advisory committee

Learning" (Paul Bouchard); "Cultural Diversity and Adult Learners" (Thelma Barer-Stein); "Processes of Adult Learning" (Dorothy MacKerscher); "Helping Seniors to Learn" (William L. Randall); "Transformative Learning" (Sue M. Scott); "Mentorship" (Leona M. English); "Adult Literacy and Problem-Posing" (B. Allan Quigley); "Adult Education in Organizations" (Marilyn Laiken); "History of Adult Education--Why?" (Michael R. Helton); "The Past, Present, and Future of Adult Education" (Alan M. Thomas); and "Comparison Studies for Adult Learning" (J. Roby Kidd). Each chapter begins with a practitioner's summary that orients its contents to the real world of adult teaching. Most chapters contain substantial bibliographies. (MN)

ED 456 231

CE 082 182

Long, Ellen.
Conquering Test Writing Anxiety: Helping Adult Learners Develop Confidence and Skills.

PUB DATE- 00

NOTE- 152p.; Book includes an "Independent Study Guide" on diskette.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Students; *Attitude Change; *Change Strategies; Coping; Drama; Foreign Countries; Guidelines; Independent Study; Learning Activities; Learning Strategies; Listening Skills; *Literacy Education; Memorization; Mnemonics; Skill Development; *Test Anxiety; *Test Wiseness; Testing; Vocabulary

IDENTIFIERS- Canada

This document is intended to assist adult educators in helping their students develop the confidence and test-taking skills required to overcome test anxiety. Section 1 contains the following items: an instrument designed to help students privately assess their standing on the anxiety scale; a play which explores flashing back to earlier negative experiences; an activity to help students identify their barriers to concentration; and a personal account of conquering test anxiety. Sections 2-4 consist of strategies, tips, activities, and practice tests focusing on the following topics: (1) strategies for learning test information (strategies for learning information, developing mnemonic devices, improving learning skills); (2) general test-taking strategies (basic test vocabulary, following test instructions, strategies for pacing during a test, general tips for taking tests); and (3) understanding types of tests (multiple-choice tests, true/false tests, essay tests). Section 5 presents an instrument allowing learners to reassess their level of test anxiety and a cumulative test on the topic of test writing. Sections 1-5 include a total of 30 handouts. A list of 19 additional resources concludes the document. The document also includes a computer diskette containing an independent study guide that covers the subject of conquering test anxiety in a tutorial learning style. (MN)

ED 456 232

CE 082 183

Chapter Innovators Guide, 2000: Models of Innovation Award Winners.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 01

reduces short-run effects, economic environment plays an important role, and program effectiveness varies inconsistently with client characteristics. Appendixes include 54 references; data tables and figures; program models for GAIN, PI, and NEMHS; and descriptions of measuring program performance as program effects on client earnings, measuring program characteristics, and testing the sensitivity of findings from the impact model. (Contains 54 references.) (Author/YLB)

ED 456 247

CE 082 223

Verme, Mandita; Coulton, Claudia
Monitoring Outcomes for Cuyahoga County's Welfare Leavers: How Are They Faring?

SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.

PUB DATE- 01

NOTE- 81p.; Also prepared for Cuyahoga Work and Training.

Prepared with Richard Hendra and Engel Polonsky.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Client Characteristics (Human Services); Economically Disadvantaged; *Employment Patterns; *Employment Programs; *Females; Low Income Groups; Poverty; Predictor Variables; State Federal Aid; Unemployment; *Welfare Recipients; *Welfare Services

IDENTIFIERS- *Ohio (Cuyahoga County); Program Exit; Temporary Assistance for Needy Families

A Cuyahoga County, Ohio, study focused on two cohorts: pre-Temporary Assistance for Needy Families (TANF) leavers who left in the third quarter of 1996 and post-TANF leavers who left in the third quarter of 1998. Outcomes were examined for about 6,151 adult welfare leavers. Findings indicated the rate of leaving welfare increased between 1996-98; background characteristics of pre- and post-TANF leavers differed slightly; women who exited cash assistance in 1998 were more likely to find work, but employment tended to be unstable for a significant proportion; 1996 and 1998 leavers generally had low earnings and little earnings growth in their first year off cash assistance; women with less than stable work history were more likely to report barriers to work; close to a third of the sample reported receiving help for paying child care costs since they left welfare; most recipients who left welfare did not return within one year of exit; welfare recidivism rates remained unchanged between 1996-98; those least likely to sustain steady employment were more likely to return to welfare; between 1996-98, rates of post-exit participation in Food Stamp and Medicaid programs increased; about 57 percent of families leaving cash assistance lived in households with incomes below the poverty threshold; and post-exit material hardship varied by respondents' work status in the follow-up period. (Appendixes contain a survey response analysis and 21 references.) (YLB)

ED 456 248

CE 082 226

Holins, Frieda; Nelson, Laura C.
The Neighborhood Jobs Initiative (NJI): An Early Report on the Vision and Challenges of Bringing an Employment Focus to a Community-Building Initiative.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Department

Services; Competence; Competency Based Education; Definitions; Delivery Systems; *Education Work Relationship; Evaluation Methods; Flexible Progression; Foreign Countries; Horticulture; Hospitality Occupations; Innovation; *Job Training; Learning Modules; *Nontraditional Occupations; On the Job Training; Performance Factors; Postsecondary Education; Prior Learning; Recognition (Achievement); School Business Relationship; Student Evaluation; Success; Technical Institutes; *Trade and Industrial Education; Trainers; *Training Methods

IDENTIFIERS- *Australia; *National Training Packages (Australia); Registered Training Organizations (Australia); TAFE (Australia)

The implementation of training packages (TPs) in Australian workplaces was examined through case studies of the use of TPs in nontraditional trade areas by six innovative registered training organizations (RTOs) across Australia. The study focused on the extent to which new and flexible approaches to learning, training delivery, and assessment have been used in implementation of TPs. The study RTOs delivered training and assessment in a broad range of TPs, including TPs from the following occupational areas: entertainment; community services; outdoor recreation; and horticulture. The six RTOs included an enterprise-based RTO, a community-based RTO, and four public RTOs (including one technical and further education institute and two institutes of technology). All six RTOs used innovative and flexible approaches to delivery and assessment of TPs. Learners' needs were the central focus for framing processes. Previous experience with competency-based training and assessment was said to facilitate uptake of TPs. Most providers used multiple pathways to qualifications, including a mix of on-the-job and off-the-job training and assessment strategies. Recognition of current competency and recognition of prior learning were being used extensively. Collaboration and close liaison with industry was allowing providers to access valuable enterprise resources for training. Many nontraditional-type trainers and learners were involved with TPs. (MN)

ED 456 263

CE 082 243

Boorman, Andrew

How Institutions Respond to Training Packages.

PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, *Papers Presented at... (150)

DESCRIPTORS- Administration; Agricultural Occupations; Community Services; Competence; Competency Based Education; Cosmetology; Curriculum Development; Definitions; *Delivery Systems; Education Work Relationship; *Educational Change; Employment Qualifications; Evaluation Methods; Foreign Countries; Horticulture; Hospitality Occupations; Information Technology; *Job Training; Managerial Occupations; Postsecondary Education; Retailing; Sales Occupations; School Business Relationship; Student Evaluation; Teacher Attitudes; Teacher Role; *Trade and Industrial Education; Trainers; *Training Methods; Trend Analysis; Workshops

IDENTIFIERS- *Australia; Impact Studies; *National Training Packages (Australia); Registered Training Organizations (Australia)

Competence; Definitions; Education Work Relationship;
 Educational Environment; Educational Practices; Educational
 Strategies; Educational Theories; Foreign Countries; Graduate
 Study; Independent Study; Job Training; Learner Controlled
 Instruction; Learning Processes; Learning Theories; Management
 Development; Position Papers; Postsecondary Education; Research
 Utilization; Teacher Student Relationship; Teaching Methods;
 Theory Practice Relationship; Universities; Vocational
 Education

IDENTIFIERS- Australia; Heutagogy

Education has traditionally been seen as a pedagogic relationship between teacher and learner. Although andragogy has provided many useful approaches for improving educational methodology and has been accepted almost universally, it still has connotations of a teacher-learner relationship. Some have argued that the rapid rate of change in society and the so-called information explosion suggests that educators, including those in Australia's vocational education and training (VET) sector, should now be looking at educational approaches where learners themselves determine what and how learning should occur. Heutagogy, which is the study of self-determined learning, may be viewed as a natural progression from earlier educational methodologies and may well provide the optimal approach to learning in the 21st century. The Public Sector Executive Management Program at Southern Cross University, which is a postgraduate course to train students to work as troubleshooters, problem solvers, and general consultants in charge of improvement, illustrates the use of a heutagogical approach. Heutagogical approaches to VET recognize the critical importance of learners in all aspects of the learning process. Educators must help learners remember how to learn, develop confidence in their perceptions, and learn to question their interpretation of reality within a framework of competence. (Contains 20 references.) (NH)

ED 456 280

CE 082 260

Henry, John; Mitchell, John; Young, Susan
 Work-Based Learning in the Contemporary Australian VET Sector: A
 Re-Appraisal.

PUB DATE- 01

NOTE- 16p.; In: Research to Reality: Putting VET Research To
 Work. Proceedings of the Australian Vocational Education and
 Training Research Association (AVETRA) Conference (4th,
 Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
 (070); Speeches, Conference Papers, "Papers Presented at..."
 (150)

DESCRIPTORS- Action Research; Adoption (Ideas); Definitions;
 Educational Practices; Educational Research; Educational
 Trends; Experiential Learning; Foreign Countries; Implant
 Programs; Integrated Curriculum; Learner Controlled
 Instruction; Lifelong Learning; Literature Reviews; Models;
 Postsecondary Education; Professional Development; Program
 Development; Program Evaluation; Research Methodology; Research
 Utilization; Staff Development; Teacher Education; Teacher
 Improvement; Theory Practice Relationship; Trend Analysis;
 Vocational Education; Vocational Education Teachers

IDENTIFIERS- Australia; Learning Organizations; Work Based
 Learning

Significant developments have occurred in the field of
 professional development (PD) in Australia's vocational

Papers, "Papers Presented at..." (150)
 DESCRIPTORS- #Academic Persistence; Cooperative Education;
 Developed Nations; Dropouts; #Education Work Relationship;
 #Employment; Foreign Countries; Graduate Surveys; #High School
 Graduates; High Schools; Job Skills; #Outcomes of Education;
 Postsecondary Education; Program Effectiveness; Student
 Characteristics; Unemployment; #Work Experience Programs
 IDENTIFIERS- #Australia; Structured Learning
 A study was conducted to determine whether Vocational Education
 and Training in Schools programs, and in particular, structured
 workplace learning (SWL) programs in Australia were successful
 in leading students to employment or further education. A total
 of 8,249 school leavers who left school in 1999 (15 percent of
 total school leavers) and had been involved in SWL programs in
 years 11 or 12 responded to a survey about their post-school
 experiences. Slightly more females than males replied. They had
 attended a total of 24 different industry-related SWL programs.
 The study found that about 10 percent of the respondents were
 in part-time work only; about 40 percent were in full-time
 employment, and just over 33 percent were in full-time school.
 About 7 percent were unemployed and about 2 percent were not
 actively seeking work or engaged in a combination of part-time
 studies and other activities. The results were also encouraging
 in that a large proportion of leavers found work in their area
 of study. The study concluded that the great majority of
 students who have participated in SWL programs are obtaining
 employment or going into further studies. However, the study
 cautioned against automatic conclusions that these outcomes are
 directly caused by participation in SWL programs. It is
 possible that the more enterprising students also see the
 advantages of taking SWL courses and reap the rewards because
 of these specific attributes. (KC)

ED 456 297

CE 082 277

Mitchell, John
 The Challenges in Developing VET Competencies in E-Commerce.
 PUB DATE- 01
 NOTE- 11p.; In: Research to Reality: Putting VET Research To
 Work. Proceedings of the Australian Vocational Education and
 Training Research Association (AVETRA) Conference (4th,
 Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
 Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Basic Business Education;
 #Business; Business Skills; #Competence; #Computer Mediated
 Communication; Developed Nations; Educational Certificates;
 Foreign Countries; Formative Evaluation; #Job Skills;
 Postsecondary Education; Program Effectiveness; Program
 Evaluation; Secondary Education; Standard Setting; #Student
 Certification; #Technological Advancement

IDENTIFIERS- Australia; #Electronic Commerce

A formative evaluation was begun of an innovative project funded
 by the Australian National Training Authority (ANTA) to develop
 competencies and qualifications in e-commerce. The formative
 evaluation was designed to focus on inputs, processes, and
 interim outputs, identifying both good practice and areas for
 improvement. Findings to date indicated development of
 competencies and qualifications in e-commerce was challenging
 developers for a number of reasons. First, there was an
 ongoing, international debate about the meaning of the term e-
 commerce. Second, the field of e-commerce was fluid, due to the

and the realities of local employment opportunities. The first VET-in-School program, which was located in New South Wales, provided three levels of health care studies in courses that were carefully structured to include the entire necessary curriculum to meet accreditation standards and emphasize literacy and numeracy skills while explicitly acknowledging that Aboriginal English is respected as a functional form of English communication. The second program, which was located in Western Australia, offered a hospitality and tourism training program that combined a cluster of accredited general secondary studies subjects in years 11 and 12 with a selection of Australian Qualifications Framework modules related to hospitality and tourism and hands-on training in the workplace. Both courses proved successful in attracting and retaining indigenous students. Factors credited with the programs' success included the following: opportunities for community-based education and training; community relevance; a commitment to Aboriginal employment; balancing of expectations from two cultures; a willingness to push the boundaries; and the presence of leadership and a committed, competent staff. (Contains 22 references.) (MN)

ED 456 314

CE 082 295

Smith, Chris Selby

The Impact of Research on Decision-Making by Practitioners and Managers.

PUB DATE- 01

NOTE- 19p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Behavior; Adoption (Ideas); Comparative Analysis; Decision Making; Definitions; Diffusion (Communication); Educational Policy; Educational Practices; Educational Research; Foreign Countries; Health Services; Influences; Literature Reviews; Models; Policy Formation; Program Administration; Research and Development; Research Utilization; Teacher Behavior; Theory Practice Relationship; Vocational Education

IDENTIFIERS- Australia; Impact Studies

The impact of research and development (R&D) on decision making and managers in vocational education and training (VET) was examined through a review of recent Australian studies in VET and health care. The framework adopted to analyze the relationships between R&D and decision making distinguished between the decision-making domain, the research domain, and the linkages between them. R&D was defined, and a distinction was drawn between the terms "use" and "influence." The similarities and differences between the VET and health care sectors were considered, with special focus on the areas of institution-level decision making and decision making by practitioners. The main conclusions were as follows: (1) R&D does have an impact on decision making by policymakers and practitioners in both fields; (2) it is generally not possible to evaluate the extent of the influence of research on decision in a quantitative fashion; (3) stakeholders can enhance the extent to which research is used and has influence on decision making; (4) workers (in VET) and patients and care providers

ED 456 331

CE 082 312

Harper, Eddie; Knapp, John
Gas Tungsten Arc Welding and Plasma Arc Cutting. Teacher Edition
and Student Edition and Student Workbook. Second Edition.

PUB DATE- 01

NOTE- 306p.; This edition retains a substantial amount of the
1992 edition (ED 353 441) authored by Clarence Fortney, Mike
Gregory, and Larry New. Project coordinated by Cheryl Barr.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners)
(051), Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Competency Based Education; *Finishing;
*Instructional Materials; Learning Activities; *Metal Working;
Secondary Education; Skill Analysis; Skilled Occupations;
Teaching Guides; Tests; *Trade and Industrial Education; Units
of Study; *Welding; Workbooks

IDENTIFIERS- Crosswalks (Linking)

This packet of instructional materials for a gas tungsten arc
welding (GTAW) and plasma arc cutting course is comprised of a
teacher edition, student edition, and student workbook. The
teacher edition consists of introductory pages and teacher
pages. Introductory pages include training and competency
profile, state duty/task crosswalk, instructional/task
analysis, basic skills icons and classifications, basic skills
matrix, and tools, equipment, and materials list. Teacher pages
provide some or all of these components for each of the three
units: unit contents, suggested activities, answers to
assignment sheets, written test, answers to written test,
teacher supplements, and transparency masters. The student
edition consists of some or all of these components for each
unit: unit contents, learning activities sheet, objective
sheet, information sheet, and student supplements. The student
workbook contains the pen-and-pencil exercises and skills tests
necessary for student mastery of the course, including some or
all of these components: workbook contents, assignment sheets,
and job sheets. The three units of instruction are GTAW
orientation and safety; GTAW equipment; applications, and
techniques; and plasma arc cutting. (VLB)

ED 456 332

CE 082 364

Brown, Bettina Lankard
Mentoring and Work-Based Learning. Trends and Issues Alert No. 29.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071), Reference Materials -
Bibliographies (131)

DESCRIPTORS- Administrator Guides; Adult Programs; Business
Education; Case Studies; College School Cooperation; Community
Education; Demonstration Programs; *Education Work
Relationship; Educational Trends; Evaluation Methods;
*Experiential Learning; Foreign Countries; Government School
Relationship; Intergenerational Programs; *Mentors;
Partnerships in Education; Postsecondary Education; *Program

includes national organizations, publications, and community leaders who have expertise in community organizing. (Contains 13 resources.) (JDM)

ED 456 351

CG 031 112

Youth Prevention. Technical Assistance Packet.

PUB DATE- 00

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - General (130), Reports -

Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- "Adolescents; Community Action; Community Problems; Cooperation; "Drug Education; Elementary Secondary Education; Health Promotion; "Illegal Drug Use; "Prevention; Problem Solving; Public Health; "Substance Abuse

Prevention is the ultimate key to reversing the upward trend in the use of drugs and to empowering communities to address their drug problems. An essential factor is the development and implementation of initiatives to prevent illicit drug use. A goal of prevention for youth is to provide them with a set of skills and tools to help them resist the pressures to use alcohol and other drugs. The most effective strategies for preventing drug use, for keeping drugs out of neighborhoods and schools, and for providing safe and secure environments are cooperative efforts that mobilize and involve all elements of a community. This packet provides tips and resources to help communities undertake needed measures to reduce substance abuse. Youth prevention involves many areas including after-school programs; truancy prevention; education; and mentoring. Also included is a list of national organizations, other publications, and names of community leaders who have expertise in youth prevention. (Contains 14 resources.) (JDM)

ED 456 352

CG 031 113

Substance Abuse and the Workplace. Technical Assistance Packet.

PUB DATE- 00

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- "Community Action; "Community Problems; Drug Education; Employment; Health Promotion; "Illegal Drug Use; Prevention; Problem Solving; "Public Health; "Substance Abuse; Work Environment

According to the United States Department of Labor, 73% of drug users in 1997 were employed. Numerous studies, reports, and surveys suggest that substance abuse is having a negative effect on the workplace in terms of decreased productivity; increased accidents; absenteeism; turnover; and medical costs. However, workplace substance abuse is a problem for which a solution exists. When the issue is addressed by establishing comprehensive programs that include policy, education and training, testing, and access to treatment, benefits are felt by both employers and employees. This brief paper provides tips and resources that will help communities take action to reduce substance abuse. It includes a list of national organizations, publications, and names of community leaders who have expertise in community organizing. (JDM)

ED 456 353

CG 031 114

Historically Black College-University (HBCU) in the South. The survey was administered to 136 students 8 days after the bombings in an effort to gain insight into their immediate impact on a select group of Americans. Students who participated in the study appeared to have experienced a number of reactions typical of persons who were in close proximity to a disaster but were not direct victims themselves. They did not have symptoms consistent with posttraumatic stress syndrome disorder. Most had serious concerns about flying, while a sizable minority felt unsafe in general. Few blamed Middle Easterners in general for the terrorist acts, and even fewer wanted profiling to be used as a means of identifying terrorists. The respondents appeared to be doing what they needed to do to return to normalcy, and talking about the incident may be the most therapeutic thing they did. Several limitations of the study are discussed, including that it occurred just eight days after the bombings, which may have been too early to assess the impact on the participants. (JDM)

ED 456 378

CG 031 157

Harrison, Murelle G.

Self Help/Self Care as a Prevention Strategy.

PUB DATE- 01

NOTE- 9p.; Paper prepared for the Enhancing Outcomes in Women's Health Conference sponsored by the American Psychological Association (Washington, DC, February 21-22, 2002).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alcohol Abuse; *Black Colleges; *Black Students; College Students; *Females; Group Counseling; Higher Education; Holistic Approach; Prevention; Public Health; *Self Help Programs; Social Support Groups; *Substance Abuse; *Wellness

IDENTIFIERS- *African Americans; Antecedents

Despite differential gender findings in the epidemiology of substance use, only a limited amount of research focuses on the differences in initiation into drug use and antecedent conditions. As part of the awareness of the need for mutual support among African American women, the National Black Women's Health Project, in conjunction with the Center for Substance Abuse Prevention, developed a holistic prevention program for seven historically black colleges. The program is based on a holistic wellness perspective designed to prevent abuse, promote mutual support, and help students develop improved capacities for problem solving. The self self-help, self-care group provides a psychologically safe environment to develop life enhancing skills to maintain wellness and provide knowledge about access to treatment. Forty-eight female students were trained in the self-help model. Group sessions included topics on substance abuse; depression; abusive relationships; and healthy eating. Data indicated little or no use of substances among self-help participants. Data on knowledge of effects and harmfulness of alcohol use as it related to African American women yielded mixed results. Mixed results on knowledge items pointed to the need for more information on health issues that confront African American college age women. (Contains 15 references.) (JDM)

ED 456 379

CG 031 158

Harrison, Murelle G.; Carreiro, Paula

Predictors of Substance Use in African American Youths.

paths and their individual passions; clients who express guilt or fear about defying their family's or society's expectations; clients who perceive the barriers blocking them from forward movement as stemming exclusively from outside sources; and clients who fear feeling like a failure if they make the wrong choice. Family perspectives can be introduced to clients by discussing their current goals and what they believe to have prevented them from reaching these goals. The counselor can then help the client see the "familiar" lenses through which they have become accustomed to viewing--and limiting--their choices. Four primary interventions that can be used with these clients are: become peers with parents by assuming authority over your own life; change yourself--don't wait for family approval or permission to change; know the patterns and habits that block you and break them deliberately and persistently; and reframe "defects, failures, and inadequacies" as purposive and evolutionary. In career counseling, exploring family perspectives can help clients uncover the deepest barriers to their progress. (HKA)

ED 456 400

CG 031 204

Jacobsen, Mary H.
Loving Them as They Are: Helping Parents Break the Cycle of Hand-Me-Down Dreams.

PUB DATE- 01

NOTE- 7p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Career Counseling; Career Planning; Counselor Training; Emotional Response; *Family Influence; Job Satisfaction; Parent Child Relationship; *Parent Influence; Self Efficacy

Parents encourage their children to follow paths they themselves find vicariously satisfying, perpetuating a family cycle of deferred dreams. What parents must do to free their children from the cycle of hand-me-down dreams is first to free themselves. To do so, they have to examine how happy they are with their own career decisions. Understanding the linkage between example and influence is critical to breaking the cycle of hand-me-down dreams. It points parents toward self-awareness as the single most important factor in their children's freedom. This paper describes why parents have trouble seeing their influence clearly. The telltale signs of hand-me-down dreams run amok are listed. "Dual vision," which links the past with the future, is defined and counselors are urged to encourage parents to develop this. (HKA)

ED 456 401

CG 031 205

Knox, Deborah L.; Butzel, Sandra S.
Mastering Life Work Transitions: Using the Internet To Find Your Dream Job.

PUB DATE- 01

NOTE- 6p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

students were Croatian-speaking. A questionnaire of metacognitive reading knowledge and measures of comprehension monitoring during reading were applied in addition to measures of reading fluency and comprehension. Students in the eighth grade manifested better metacognitive knowledge of reading than students in the third and the fifth grades. Multiple regression showed that metacognitive self-monitoring during reading was significant predictor of reading comprehension at all three developmental levels. Besides reading fluency, which explained about 17% of variance, the only significant metacognitive predictor in third-grade students was cloze task, which explained additional 17% of variance, indicating that comprehension monitoring is possible only on the local processing level of reading. In the fifth- and eighth-grade students, self-monitoring played a more important role in reading comprehension than in the third grade. The cloze task and error detection task explained more than 25% of variance of reading comprehension. (Contains 20 references, and 2 tables and a figure of data.) (Author/RS)

ED 456 423

CS 014 470

Pavonetti, Linda M.; Brimmer, Kathryn M.; Cipielewski, James F.
Accelerated Reader R : What Are the Lasting Effects on the
Reading Habits of Middle School Students Exposed to Accelerated
Reader R in Elementary Grades?

PUB DATE- 90

NOTE- 16p.; Paper presented at the Annual Meeting of the National
Reading Conference (50th, Scottsdale, AZ, November 29-December
2, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Elementary Education; Grade 7;
Middle Schools; *Reading Habits; *Reading Motivation; Reading
Programs; Reading Research; *Recreational Reading

IDENTIFIERS- *Accelerated Reader Program; Reading Behavior

Promoted by effective advertising and disseminated by word of
mouth, many schools have adopted Accelerated Reader R as a
supplementary reading program or as their primary reading
program. Accelerated Reader R's philosophy is that by using
the system, students are motivated to read more and better
books. A study investigated whether seventh grade students who
were exposed to Accelerated Reader R during elementary school
tend to do more reading of books than those without such
exposure. Students (n=1,771) were recruited from middle schools
in one exurban and two suburban school districts. The final
analyses contained 1,536 students. A title recognition test has
been shown to measure the same types of reading behaviors as a
diary or log. Using such instruments, it is possible to
determine whether there are differences in the amount of
reading done by middle school students who have been exposed to
Accelerated Reader R compared to those who have not. The
study's results do not support the claim that the students who
had used Accelerated Reader R read more than other students,
with the exception of the suburban school district where
Accelerated Reader R is being used in middle schools. In fact,
in the other suburban school district students not exposed to
Accelerated Reader R in elementary school were doing
statistically significantly more reading than those students
who were so exposed. There is much to be studied regarding
Accelerated Reader R. Much remains to be determined as to the
best way to increase motivation to read and to get students

representation within the school institution; such representation has a potential to have a transformative effect on schools at the social level. (Contains 24 references.) (NKA)

ED 456 445

CS 217 684

Weissman, Annie

Transforming Storytimes into Reading and Writing Lessons.

PUB DATE- 01

NOTE- 130p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Childrens Literature; Elementary Education; Language Arts; *Learning Activities; Lesson Plans; *Reading Instruction; *Story Reading; *Writing Instruction

IDENTIFIERS- Information Power (AASL AECT); Response to Literature; Standards for the English Language Arts

This book's purpose is to assist school library media specialists in incorporating specific learning objectives into a storytime format, thus extending the storytime experience into standards-based reading and writing lessons. The book is intended for veteran and beginning school library media specialists and teachers who collaborate with them. Designed primarily for grades K-6, the lessons in the book can be adapted for middle school students by adding age-appropriate literature, especially short stories. Specific content areas and lesson plans are included in the book and cover literary elements, Caldecott books, folk tales, genres, and nonfiction. The book features strategies like pair share, Big Books, reader's theater, puppet shows, and choral responses that encourage all students to participate and respond in storytime reading lessons--brainstorming, composing, and publishing strategies encourage participation in storytime writing lessons. Lesson plans and examples in the book help with the incorporation of the national language arts standards, those covered by standardized tests and the implementation of the "Information Power II" standards. (Contains a 35-item bibliography of professional works cited.) (NKA)

ED 456 446

CS 217 685

Golden, John

Reading in the Dark: Using Film as a Tool in the English

Classroom.

PUB DATE- 01

NOTE- 199p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Techniques; *Critical Viewing; *English Instruction; *Film Study; *Films; High Schools; Instructional Effectiveness; Language Arts; *Reading Strategies; Units of Study

IDENTIFIERS- *Film Viewing; *Textual Analysis

To believe that students are not using reading and analytical skills when they watch or "read" a movie is to miss the power and complexities of film--and of students' viewing processes.

DESCRIPTORS- High Schools; *Job Satisfaction; *Journalism Education; National Surveys; Predictor Variables; *Secondary School Teachers; *Teacher Attitudes

Four research questions are posed to explore the job satisfaction of high school journalism educators. A national random sample of 669 respondents shows that journalism educators are generally satisfied with their jobs--more so than teachers in other disciplines. Multiple regression analysis using Herzberg's motivation-hygiene theory as a foundation reveals that a mix of intrinsic and extrinsic satisfiers are best predictors of teacher job satisfaction. The leading predictor is morale of the faculty. (Contains 17 references, and 2 figures and a table of data.) (Author/RS)

ED 456 467

CS 510 606

Snyder, Ilana
A New Communication Order.

PUB DATE- 01

NOTE- 17p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *English Curriculum; *English Instruction; Futures (of Society); Information Technology; Internet; *Literacy; Secondary Education; Social Influences; *Technological Advancement

This paper argues that literacy needs to be conceived within a broad social order, what Street and others have called a "new communicative order." This new order takes account of the literacy practices associated with screen-based technologies. It recognizes that print-based reading and writing is now only part of what people have to learn to be literate. It begins by focusing on some of the important characteristics of the new communication order, discussing their implications for English curriculum and pedagogy. The paper then makes a number of suggestions about the directions research might take to further understanding of the new order. It concludes with the proposition that if we are witnessing the emergence of a new communication order, then the term "communication practices" might be more useful for English teachers than "literacy practices" as it is less tainted by reductive interpretations, theoretically more generative and a politically strategic move. (Contains 26 references.) (Author/RS)

ED 456 468

CS 510 607

Fullerton, Jami A.; Weir, Tom
Perceptions of Advertising in the Newly Independent States:
Kazakhstan Students' Beliefs about Advertising.

PUB DATE- 01

NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advertising; Foreign Countries; Higher Education;

Yul Choi; and "A National Survey of Public Relations Internship Programs at Mass Communication Programs Accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC)" (Janice Davis and Mary-Lou Galician). (RS)

EO 456 490

CS 510 641

Chen, Guo-Ming

The Impact of Harmony on Chinese Conflict Management.

PUB DATE- 00

NOTE- 26p.; Paper presented at the Annual Meeting of the National Communication Association (85th, Seattle, WA, November 9-12, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Chinese Culture; Communication Research; *Conflict; *Conflict Resolution; *Cultural Context; *Cultural Traits; Higher Education; Research Needs

IDENTIFIERS- *Communication Behavior; Compliance Gaining Strategies; *Harmony (Psychology)

This paper analyzes the impact of harmony on Chinese conflict management and resolution. It explicates the philosophical foundation of harmony based on Chinese culture, and offers guidelines for Chinese conflict behaviors. Differences between Chinese conflict resolution styles and those of Western societies are also discussed. The paper then delineates some compliance-gaining strategies employed by the Chinese in conflict situations, and argues that more research in this area is necessary for people to better understand Chinese conflict behaviors. (Contains 82 references.) (Author/RS)

EO 456 491

CS 510 642

Fritz, Wolfgang; Mollenberg, Antje; Chen, Guo-Ming
Measuring Intercultural Sensitivity in Different Cultural Context.

PUB DATE- 01

NOTE- 20p.; Paper presented at the Biannual Meeting of the International Association for Intercultural Communication Studies (Hong Kong, July 24-29, 2001). Guo-Ming Chen was the correspondent for this study.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Students; *Cultural Context; *Evaluation Methods; Foreign Countries; Higher Education; *Intercultural Communication; International Communication; Questionnaires; Validity

IDENTIFIERS- *Communication Competencies; *Cultural Sensitivity

As a main dimension of intercultural communication competence, intercultural sensitivity has increasingly gained attention in research in different disciplines. In the United States, Chen and Starosta (1996) developed an instrument, comprising 5 factors with 24 items, for measuring intercultural sensitivity. In this study, Chen and Starosta's instrument was tested with a sample of German students of business administration by using confirmatory factor analysis. Overall, the results showed that the instrument holds satisfactorily. Although the results also suggested that the operationalization of the concepts in Chen

Improvement; Tutoring; Work Environment
 Block periods of 75, 90, 100 minutes, or longer require good teachers to continue to develop and improve their teaching skills while keeping the student engaged over a long period. The fewer class meetings in the semester or year, and the rich potential for creativity and innovation provided by the longer period all combine to offer a challenge and an opportunity to high school teachers. This book describes how 11 high school teachers in public high schools in the Seattle area chose to take advantage of this opportunity and respond to this challenge, through self-directed professional development. Each of these teachers, some working alone and some collaborating with colleagues, chose to use the tools of action research to learn more about the effectiveness of their own teaching in block periods and to improve their own teaching--and in some cases, the teaching of their colleagues, as well. The first 2 action-research studies focus on the transition that students make from a middle school, with short periods, to a four-year high school with 100-minute block periods. Further action-research studies explore a variety of issues focusing on instructional planning for the block period and innovative and complex uses of time with the longer period. One action-research study explores structural innovations in a high school program coupled with 100-minute block periods. The final action-research study describes an innovative model for improving teaching and learning in secondary school block periods through the activities of an instructional coach. Appendixes list work sites and responsibilities, measurement tools, and active-learning strategies for math classes. (DFR)

ED 456 511

EA 031 164

Darash, John C.

Leaders Helping Leaders: A Practical Guide to Administrative Mentoring. Second Edition.

PUB DATE- 01

NOTE- 140p.; For first edition (1993), see ED 362 503.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Administrator Education; Administrator Effectiveness; Elementary Secondary Education; *Management Development; *Mentors

This book is intended to serve as a practical guide to developing, implementing, and appraising mentoring programs for school and district leaders. It describes mentoring and discusses why it is an important issue in professional development. A three-phase model is presented to help lead school districts and individual school personnel through the initial planning of a program, its implementation, and evaluation issues. Other practical topics include identifying program targets (for example, new principals, inexperienced and beginning administrators, or experienced administrators who are new to a district), identifying the purpose of the program, identifying appropriate characteristics of a mentor, preparing mentors, finding good matches, mentor responsibilities and consultation skills, mentoring for beginning leaders, and mentoring for veterans. Evaluation questions are suggested for appraising program effectiveness. The final chapter discusses postprogram actions, the place mentoring has as part of a larger professional development program, review of local

*Partnerships in Education; *Technical Assistance
IDENTIFIERS- *Reform Efforts; *Virginia

Education reform and technical assistance systems have been criticized for their inability to sustain significant, long-term improvements in teaching and learning. One method that has shown success is the use of an external facilitator in comprehensive school-change efforts. In collaboration with the Virginia Department of Education, the Appalachia Educational Laboratory (AEL) conducted several diverse technical assistance activities designed to increase the capacity of external facilitators working in the Governor's Best Practice Centers to effectively work with schools and school divisions. Four activities are described in this report, including: (1) the facilitation of strategic planning for the Best Practice Centers; (2) a workshop on data-based decision-making; (3) an algebra study group to finalize and test elements within a proposed algebra resource compendium; and (4) a training for external facilitators. Participants in processes developed by AEL were somewhat to highly pleased with the services provided. The effectiveness with which AEL performed its work may have been influenced by the political realities and uncertainties that it confronted as a new state department of education entity. AEL will need to continuously build and nurture collaborative relationships when the development of products involves several groups who may have competing priorities. An appendix contains a completed evaluation standards checklist. (RT)

ED 456 531

EA 031 221

Guide for Preventing and Responding to School Violence.

SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.

PUB DATE- 99

NOTE- 70p.; This document was prepared by the Security Research Center (SRC) Department of Defense for the Private Sector Liaison Committee of the International Association of Chiefs of Police (IACP). Alissa J. Kramen, Kelly R. Massey, and Howard W. Timm were responsible for research and preparation. Adopted by the membership at the IACP Annual Business Meeting, November 3, 1999.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Role; Counseling; *Crisis Management; Elementary Secondary Education; Legal Responsibility; Parent School Relationship; Police School Relationship; *Prevention; School Community Relationship; *School Safety; Teacher Role; *Violence

This document presents different strategies and approaches for members of school communities to consider when creating safer learning environments. It contains the distilled collective experience and wisdom of over 500 people. Guidance for school violence prevention and response is offered in the following areas: ways to prevent student violence, threat assessment, planning and training for what to do during an actual crisis, how to respond during a crisis, how to handle the aftermath of a crisis, legal considerations, recommendations for the media, and legislative issues. Roles of school administrators, teachers, staff, students, parents, law enforcement, and community are discussed. These topics are addressed in eight

Herrera, Sandra; Holland, Lana; Hesson, Suzanne
School Safety and Violence.

PUB DATE- 00

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Conflict Resolution; *Crisis Management; Dress

Codes; Elementary Secondary Education; *Prevention;

Questionnaires; *School Safety; School Surveys; Self

Management; *Violence

IDENTIFIERS- *Texas

School districts in the Education Service Center, Region 2, (southern Texas) were surveyed to examine procedures the districts have put in place to identify threats of violence to school safety and security. The target population was 47 school districts. Data collection was done using mailed questionnaires with a simple yes/no answer format. Twenty-eight schools completed and returned questionnaires. Data are presented in a narrative, tabular format. Survey results show that planning is of the utmost importance and must include every level of community. Communication among all parties involved is vital to carrying out plans and keeping chaos and stress to a minimum. Proactive measures include a variety of surveillance programs, standardized dress, closed-campus policies, and anger management and conflict resolution in curricula. Recommendations include doing a replicate study using a larger population, establishing a lobby to promote and seek school-safety legislation, and placing greater emphasis on educating future school personnel about school violence at the university level. The report concludes with 45 references and 4 appendices containing a list of principles to help avoid misinterpretation of early warning signs of violence, a list of early warning signs, letters and forms for permission to survey and perform the follow-up study, and the survey questionnaire. (RT)

ED 456 551

EA 031 252

Guerra, Lydia

State Exiting Standards, Version 1.0.

SPONS. AGENCY- J.A. and Kathryn Albertson Foundation, Inc.,
Boise, ID.

PUB DATE- 99

NOTE- 72p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Accountability; Core

Curriculum; *Educational Legislation; Elementary Secondary

Education; Evaluation; *Public Schools; *State Regulation;

*State Standards; *Statewide Planning

IDENTIFIERS- *Idaho

This paper contains proposed state exiting standards for the Idaho K-12 public school system. All schools are to deliver a core of instruction and advisement programs for each student. Students are to meet locally established standards (at a minimum, the state standards), which can be assessed by challenging examinations, demonstrations of achievement, and other appropriate tests and measures. To graduate from an Idaho high school, a student must demonstrate achievement in the core and other required subjects to include 42 semester credits, and meet exiting standards as assessed by an examination or other

middle grades, and U.S. history for middle grades. The third section offers science standards for kindergarten, then first through sixth grades, separately. Science standards for the middle grades follow. The fourth section gives standards for language arts/communications; kindergarten through eighth-grade standards are given separately. The fifth and last section delineates health standards, with kindergarten through sixth grade listed separately and middle grades grouped together. In each subject area, skills or concepts are listed by number, followed by subskills that are also enumerated. Each skill is provided with a rationale. All skills and subskills have three columns of data indicating student behavior that will demonstrate performance, content knowledge and skills needed, and samples of its application. Typical examples for the three columns are as follows: (1) understand and use numbers; (2) demonstrate an understanding of the verbal, symbolic, and physical representations of a numbers; and (3) put number cards in order from 0 to 10. Reference sources used for each subject area to formulate the written standards are provided. (RKJ)

ED 456 571

EA 031 306

Keller, Robert

CSRD Policy Study: Central Region Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feesibility (142)

DESCRIPTORS- *Accountability; *Educational Change; Elementary Secondary Education; *School District Reorganization; School Districts; *School Restructuring

IDENTIFIERS- Common Core of Data Program; *Comprehensive School Reform Demonstration Program; Mid Continent Research for Education and Learning; National Center for Educational Statistics

The Comprehensive School Reform Demonstration Program (CSRD) is designed to assist low-performing schools, especially Title I schools. Grants are awarded through statewide competitions. This report offers the findings of Mid-Continent Research for Education and Learning's analysis of the application process and characteristics of first-round applicants in the Central Region states. The characteristics of the schools granted funding were analyzed to determine whether CSRD funding is reaching the populations intended by the program. The data specifying school characteristics were obtained from the National Center for Education Statistics' Common Core of Data. The types of technical assistance provided to potential applicants, the priorities in scoring applications, the major differences between successful and unsuccessful proposals, and the weaknesses of unsuccessful proposals were assessed. The success rate of low-achieving schools in obtaining funding and how this rate compares to other schools were also addressed. Rural and urban schools were compared by examining the percentage of schools that applied for funds, as well as the percentage that received funds. Analysis indicated substantial differences among states in the application process, specifically in the number of reviewers participating, the scoring rubrics applied, and the average funds awarded. Successful applicants had slightly fewer students and teachers, served a greater percentage of students eligible for free or

required for federal reporting, autism and traumatic brain injury. SEAs were least likely to use the exact federal disability term "emotional disturbances." Although 36 SEAs use the exact term, 20 use alternate terms such as emotional disability, behaviorally disordered, and emotional/behavioral disability. (CR)

ED 456 590

EC 308 574

George, Carri; Heinsohn, Dawn; Langbehn, Kristy; Buppapong, Raweewan; Hollowell, Elizabeth; Petty, Richard; Hughey, Anne-Marie; Jones, Darrell Lynn; Boundy, Kathleen; Hollowell, Maureen. Youth Focus: Implementing IDEA. A National Conference (Cleveland, Ohio, June 4-6, 2001). Participant's Manual.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.

PUB DATE- 01

NOTE- 181p.; May be duplicated providing credit is given: Developed as part of the IL NET: an ILRU/NCIL National Training and Technical Assistance Project.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Books (010); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; Child Advocacy; *Disabilities; Disability Discrimination; *Discipline; Elementary Secondary Education; Equal Education; *Federal Legislation; Homeless People; *Individualized Education Programs; Limited English Speaking; Special Education; Student Evaluation; Student Placement; Student Records; *Student Rights; *Transitional Programs

IDENTIFIERS- Amendments; Americans with Disabilities Act 1990; *Individuals with Disabilities Educ Act Amend 1997

This participant's manual is part of a training program sponsored by IL NET, a national training and technical assistance project working to strengthen the independent living movement. It is intended to teach participants what the Individuals with Disabilities Education Act (IDEA) law and regulations require, how to do transition planning and the development of an Individualized Education Program (IEP), what the right to learn really means and its relevance to individual state regulations, how maximum integration can take place, and how disability rights advocates can affect change in the education system. The manual includes: (1) selected provisions of IDEA amendments of 1997; (2) topic briefs for parents and their advocates that address eligibility, disability related laws, related services, the free appropriate public education requirement, IEPs, student placement, notice and consent, students who are limited English speaking, homeless children, peer disability harassment, and educational records; (3) students with disabilities and the right to due process in school discipline; (4) including students with disabilities in standards based education reform; (5) information on nondiscrimination in programs and activities; (6) requirements of the Family Educational Rights and Privacy law; and (7) parent training and information centers and community groups in the United States. (CR)

ED 456 591

EC 308 575

Bates, Belinda, Ed.; Riviere, Adrienne, Ed.

written. Overall, IEPs had several problems with congruence. A summary of methodology procedures is appended. (Contains 13 references.) (CR)

ED 456 609

EC 308 594

Pankaskie, Sara; Webb, Kris
A Comparison of Graduation Requirements.

PUB DATE- 99

NOTE- 6p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Charleston, SC, October 21-23, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Accommodations (Disabilities); *Academic Standards; Credits; Degree Requirements; *Disabilities; Graduation; *Graduation Requirements; High Schools; Individualized Education Programs; State Programs; *State Regulation

IDENTIFIERS- Florida

This paper discusses the national movement toward increasing high school graduation requirements and the development of alternatives to the standard high school diploma for students with disabilities. Findings from a review of state policies indicate: (1) 38 states and territories apply some graduation requirements to students with disabilities; (2) 9 states require all students regardless of their disability to meet all requirements for a standard diploma; (3) 9 states reported that students with mild disabilities must meet all requirements for a diploma; (4) 11 states reported that graduation requirements for all students with disabilities are determined locally, guided by the students' individualized education programs (IEPs); and (5) six states permit requirements for students with severe disabilities to be determined or waived by the students' IEPs. A chart illustrates graduation diploma options for students with disabilities in Florida. (Contains 16 references.) (CR)

ED 456 610

EC 308 595

Sutherland, Maura B.; MacMillan, Robert C.
Preventing High School Dropout among Students with Mild Disabilities: A Literature Review.

PUB DATE- 01

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Persistence; *Dropout Attitudes; *Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Research; Educational Environment; High Schools; Incidence; *Mild Disabilities; Peer Teaching; Predictor Variables; School Holding Power; Student Attrition; *Student School Relationship; Teacher Student Relationship; Teaching Methods

This paper reviews research on best practices for preventing students with mild disabilities from dropping out of high school. Findings from the literature review indicate there is a consensus among the researchers that warning signs for school dropout among students with mild disabilities include: poor attendance, academic difficulties, behavioral problems, and social alienation. Most studies did show a positive correlation between particular interventions and one or several of these

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)

DESCRIPTORS- *Carpeting; Classroom Design; Elementary Secondary Education; *Interior Design; *Public School Teachers; *Surveys

This report presents national survey results of public school teachers' opinions on the relationship between interior design and academic performance. The 1,050 teachers surveyed reveal that they recognize the relationship between interior design and academic achievement and that most teachers see the advantages of classroom carpeting relative to acoustics, comfort, and flexibility. While three-fourths of those surveyed consider a school's interior design "very important" for creating a good learning environment, only 18 percent gave their classroom an "A" for overall design. Most respondents rate carpeting as an important design feature. Carpeting is also the most prevalent and most popular of classroom floor coverings. While respondents who have classroom carpeting give their classrooms higher marks than classrooms without carpeting, elementary school teachers find carpeting particularly appealing. An appendix presents the survey's regional groupings by state, and includes seven figures and three tables. (GR)

ED 456 632

EF 005 981

Fox, Anne W.

Topical Reports: Sustainable Design for Schools.

PUB DATE- 01

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Acoustics; Air Pollution; Case Studies; *Educational Environment; *Educational Facilities Design; Elementary Secondary Education; Lighting; Public Schools; School Effectiveness; *Sustainable Development

This document presents several reports on the practical applications of sustainable design and schools; it includes information about student performance and sustainable design features involving lighting, acoustics, air quality, and student well-being. Three case studies (Washington's Bainbridge Island School District, Texas' Roy Lee Walker Elementary School, and California's Newport Coast Elementary School) are included. These studies illustrate how sustainable design principles may be applied to new school buildings. The studies include observations about some of the challenges and rewards that school districts may encounter in carrying out sustainable design projects. Internet resources are listed for more information on specific sustainable design topics such as site preservation, building enclosure, resource conservation, energy, clearinghouses and databases, renewable energy, buying green power, alternative fuels, transportation, and interior quality. (Contains 84 references.) (GR)

ED 456 633

EF 005 982

Lead in Drinking Water in Schools and Non-Residential Buildings.

PUB DATE- 94

NOTE- 105p.; Copy contains small print.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

language courses. For the purposes of this document, international languages are defined as languages other than Canada's two official languages, English and French. Aboriginal languages and cultures are the subject of another Western Canadian Protocol project. Teachers, educational administrators, parents, and other interested parties will find useful information about what to expect from international language courses and about effective approaches to language learning. These courses are distinct from bilingual or immersion programming. This guide is divided into the following two main sections, several subsections, and five appendices. The first section, "Introduction," is divided into the six subsections: "Background"; "Rationale"; "Assumptions"; "Effective Language Learning"; "The Conceptual Model"; "Organization of the Framework." The second section, "Kindergarten to Grade 12 Program," is divided into four subsections: "Applications"; "Language Competence"; "Global Citizenship"; "Strategies." Five appendices are entitled: "Using the Framework"; "Areas of Experience"; "Global List of Strategies"; "Sample of List of Text Types"; and "Glossary." (Contains 28 references.) (KFT)

ED 456 655

FL 026 880

Albus, Deb; Bielinski, John; Thurlow, Martha; Liu, Kristin
The Effect of a Simplified English Language Dictionary on a
Reading Test. LEP Projects Report 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,
DC. Research Projects Branch.

PUB DATE- 01

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -
Research/Technical (143)

DESCRIPTORS- *Dictionaries; *English (Second Language); *Hmong;
*Hmong People; Limited English Speaking; Literacy; Middle
School Students; Middle Schools; Pretests Posttests; Reading
Comprehension; Second Language Instruction; Second Language
Learning; Student Evaluation; Test Construction; Uncommonly
Taught Languages

This study was conducted to examine whether using a monolingual, simplified English dictionary as an accommodation on a reading test with limited-English-proficient (LEP) Hmong students improved test performance. Hmong students were chosen because they are often not literate in their first language. For these students, bilingual dictionaries are not likely to be useful. Students for this study were drawn from three urban middle schools in metropolitan Minneapolis. There were a total of 69 students in the non-LEP group, and 133 students in the Hmong LEP group. The study used a control group of non-LEP students and an experimental group of Hmong LEP students. All students were administered two reading passages with an English dictionary available, and two passages without a dictionary available, varying passage order and accommodation in both study groups. The students' test performance on the two reading passages with dictionary accommodations was then compared to their test performance on the two passages without dictionary accommodation. The results showed that there was not a significant difference in reading comprehension scores for students in either the LEP or non-LEP group under accommodation conditions. However, it was found that the Hmong LEP students who reported using the accommodated (simplified) English dictionary showed a moderately significant gain. Issues

This report evaluates a project to provide a year-long English-as-a-Second-Language (ESL) institute for 100 ESL literacy providers and instructors in Pennsylvania in order to enhance the skills of the participants in the institute. The ESL Institute provides an intensive 3-day summer workshop followed up by two 2-day workshops and a spring 2-day workshop designed to meet the individual needs of the adult ESL educators. Altogether, 80 people participated in the workshops over the course of several months. It was determined that the institute met and exceeded expectations, and it is recommended that the program be funded again in future years. (Contains 10 references.) (KFT)

ED 456 676

FL 801 452

Ingersoll, Cynthia

Meeting the Language Needs of Low-Literacy Adult Immigrants in Washington, D.C. and Suburban Northern Virginia.

PUB DATE- 01

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; *English (Second Language); *Immigrants; Language Minorities; Language Usage; Limited English Speaking; *Literacy Education; *Native Language Instruction; Second Language Instruction; Second Language Learning; Spanish Speaking

IDENTIFIERS- District of Columbia; Virginia (Alexandria); Virginia (Arlington County); Virginia (Fairfax County)

The paper investigates how adult immigrants with low literacy levels are being taught language skills in Northern Virginia and the District of Columbia. Particular attention is paid to the reasons why large English-as-a-Second-Language programs (ESL) in the area do not offer native language literacy (NLL) courses and why some students seek NLL instruction. This research should be useful to city and country administrators in their ongoing development of adult education programs, as well as to churches and other nonprofit organizations that help address the educational needs of the local immigrant population. It is concluded that it is difficult for learners lacking NLL to succeed in ESL courses. For students who are impatient to learn English, ESL courses may be the best option. Moreover, for many students speaking languages other than Spanish, ESL courses may be the only option. However, a student who has low literacy skills, or who is apprehensive about going to school, may be much better served by an NLL course. Opportunities to obtain NLL courses are very limited in Northern Virginia and the District of Columbia, even for Spanish speakers. Three appendices are also included: "Native Language Literacy Survey for Programs That Offer Native Language Literacy Instruction"; "Native Language Literacy Survey for ESL Programs That Do Not Offer Native Language Literacy Instruction"; and "Programs Participating in Survey." (Contains 33 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 456 677

FL 801 453

Sample, Barbara

Applications. SCANS Plans Portfolio.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.

PUB DATE- 98

granting physics departments in the United States. The responses of 1,130 of these graduates indicate that about half chose to continue their education at the graduate level, and about half entered directly into the workforce. Industry was by far the largest employer. Findings suggest that the job market for new physics bachelors is very diverse. A little more than half of the recipients of master's degrees entered the workforce, and, as with bachelor's degree recipients, their work activities were diverse. About two-thirds indicated that their positions were moderately or extensively related to the field of physics. (Contains 17 figures.) (SLD)

ED 456 697

HE 034 253

Alabama Commission on Higher Education Annual Report, October 1, 1989-September 30, 2000.

PUB DATE- 01

NOTE- 26p.; "Submitted to the Alabama Legislature January 1, 2001." For the October 1, 1998--September 30, 1999 report, see ED 446 632.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Educational Finance; *Educational Planning; Educational Research; *Higher Education; State Legislation; State Programs

IDENTIFIERS- *Alabama

The Alabama Commission on Higher Education has the statutory responsibility for the overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs, and the performance of designated regulatory functions. This annual report provides information about all of these responsibilities and some initiatives. Some of the higher education initiatives achieved during this fiscal year were continued funding for the Alabama Virtual Library and Alabama's ranking as number one among southern states in minority doctoral scholarships. Three of four mandated reports from the state's student database have been generated: the high school report card, the transfer migration report, and the tuition residency report. Retention graduation data are being gathered over a 6-year period, and the report is scheduled for 2004. Data collection for the Faculty Database is ongoing. Workforce development and the link between education and industry continue to be main objectives of the Alabama Higher Education Commission. This annual report includes: (1) photographs of the commissioners; (2) a message from the chairman; (3) highlights of legislative activity; (4) highlights of academic activity; (5) a report on activities of the Southern Regional Education Board and its electronic campus; (6) an overview of the commission; and (7) highlights of the financial aid activities. (SLD)

ED 456 698

HE 034 254

Public Policy Agenda, 2001.

PUB DATE- 01

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; *Agenda Setting; *Educational Policy; Federal Legislation; *Higher Education; *Public Policy;

network; (2) consider opportunities for flexible certification; (3) increase flexibility in methods of formal instruction; (4) review the regulatory framework; (5) communicate alternative ways of accessing apprenticeship training; and (6) provide apprentices with appropriate financial supports. The three documents include a total of 21 tables/charts and a questionnaire examining the vision and principles of apprenticeship and industry training in Alberta and strategies for achieving them. (MN)

ED 456 216

CE 082 152

Garrick, John, Ed.; Rhodes, Carl, Ed.
Research and Knowledge at Work: Perspectives, Case-Studies and Innovative Strategies.

PUB DATE- 00

NOTE- 285p.; Foreword by Kenneth Gergen.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Action Research; *Business; Education Work Relationship; Educational Research; Epistemology; Global Approach; *Knowledge Level; On the Job Training; *Organizational Development; Partnerships in Education; Policy Formation; Postmodernism; Postsecondary Education; Professional Development; *Research Methodology; *Research Utilization; Unions; Work Attitudes; Work Environment; *Work Experience IDENTIFIERS- *Knowledge Acquisition

This book, which contains 15 chapters by various authors, aims to conceptualize new ways that knowledge is being "legitimized" through various formal and informal workplace-based research practices. It examines the new legitimations critically, and analyzes possible directions for future developments in work-based research and "knowledge" formation. Following the first chapter, "Legitimizing Knowledge at Work" by the editors, John Garrick and Carl Rhodes, the book includes the following essays: (Part 1, Knowledge, Learning, and the Practice of Work) "Working Knowledge" (Ronald Barnett); "Research on Work, Research at Work: Postmodern Perspectives" (Richard Edwards and Robin Usher); "The Crisis of Scientific Research" (Christine Ewan and Dennis Calvert); (Part 2, Whose Knowledge? Collaboration and Research in and around Work) "Globalizing the Intelligent Organization" (Stewart Clegg); "Knowledge and Control in the Japanese Workplace" (Keiko Morita); "Organizational Knowledge, Professional Practice, and the Professional Doctorate at Work" (Alison Lee, Bill Green, and Marie Brennan); "Research and Engagement with Trade Unions: Bridging the Solitudes" (Carla Lipsig-Mumme); "The Negotiated Management of Meanings: Research for Policy" (John McIntyre and Rosie Hickert); "Research Partnerships at Work: New Identities for New Times" (Hermine Scheeres and Nicky Solomon); (Part 3, Changing Practices of Research at Work) "The Construction of 'Working Knowledge' and (Mis)interpretive Research" (John Garrick); "'Doing' Knowledge at Work: Dialogue, Monologue, and Power in Organizational Learning" (Carl Rhodes); "An Adventure in 'Postmodern' Action Research: Performativity, Professionalism, and Power" (Jill Sanguinetti); "Virtual Research in Performative Times" (Robin Usher and Richard Edwards); (Part 4, Conclusions) "Inside the Knowledge Works; Reviewing the Terrain" (Carl Rhodes and John Garrick). Each chapter contains reference lists. (KC)

ED 456 217

CE 082 153

NOTE- 71p.; Sponsored by Cargill as a special project of the National FFA Foundation.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Achievement Rating; *Agricultural Education; *Awards; Community Development; Extracurricular Activities; High Schools; *Innovation; Middle Schools; Organizational Effectiveness; Student Development; *Student Organizations; *Student Participation; *Student Projects

IDENTIFIERS- *Future Farmers of America

This guide presents the Future Farmers of America (FFA) 2000 Model of Innovation award winners' projects. Chapters demonstrated abilities to identify goals and objectives, create a workable plan of action, attain and evaluate results, and identify items learned and ways to improve. Chapter 1 discusses the FFA National Chapter Award program that recognizes chapters for their efforts in planning and meeting program of activities objectives in student, chapter, and community development divisions. Chapter 2 lists the 2000 National Chapter Award winners and Middle Grade winner. Chapters 3-5 describe the National Chapter Award Winner in one of the three divisions and presents summaries of activities of other chapters. Chapter 3, Student Development Division, includes these activities: leadership, healthy lifestyle, supervised agricultural experience, scholarship, and agricultural career skill. Chapter 4, Chapter Development Division, includes these activities: chapter recruitment, financial activities, public relations activities, leadership activities, and support group activities. Chapter 5, Community Development Division, includes these activities: economic, environmental, human resources, citizenship, and agricultural awareness. Chapter 6 describes the winning Middle Grade Chapter and explains how to develop a program of activities. Chapters 7-8 provide tips for membership recruitment and National Chapter Award success. (YLB)

ED 456 233

CE 082 184

Riviere, Adrienne

Screening for Adults with Learning Disabilities: The Role of the Practitioner in the Process.

SPONS. AGENCY- National Inst. for Literacy, Washington, DC.

PUB DATE- 98

NOTE- 3p.; For earlier version, see ED 387 988.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Basic Education; Adult Education; Adult Educators; *Adult Students; Data Collection; Definitions; *Disability Identification; Evaluation Methods; Guidelines; *Informal Assessment; *Learning Disabilities; *Literacy Education; Screening Tests; Special Needs Students; Student Characteristics; Student Evaluation; *Teacher Role; Teacher Student Relationship

Adult education practitioners need informal measures for determining whether particular learners may have a learning disability. The process of identifying individuals with possible learning disabilities begins with a simple screening.

of Housing and Urban Development, Washington, DC.; Chase Manhattan Foundations, New York, NY.; Ford Foundation, New York, NY.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; George Gund Foundation, Cleveland, OH.; Grable Foundation, Pittsburgh, PA.; New York Times Foundation, NY.; Open Society Inst., New York, NY.

PUB DATE- 01

NOTE- 56p.; Also supported by the Anheuser-Busch, Heinz Family, and Union Carbide Foundations.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; *Community Development; Cooperative Planning; Demonstration Programs; *Employment Programs; Institutional Cooperation; Models; *Poverty; Poverty Programs; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; Program Improvement; Social Agencies; Technical Assistance; *Urban Programs

IDENTIFIERS- Connecticut (Hartford); District of Columbia; Illinois (Chicago); *Neighborhood Jobs Initiative; New York (New York); Texas (Fort Worth)

The Neighborhood Jobs Initiative (NJI) began in 1998 in five cities (Chicago, Fort Worth, Hartford, New York, and Washington, D.C.) in 1998. The NJI targets high-poverty urban neighborhoods, attempting to connect residents to employment opportunities nearby and in the urban periphery by providing training, supporting interpersonal networks, and facilitating access to financial and other supports for work. While each site tailored its approach to local circumstances, all the sites shared the goal of bringing the level of adult employment among neighborhood residents to the level of the surrounding region over a period of several years. During the first phase, all the organizations worked to raise key issues and implement steps, such as defining the neighborhood boundaries, helping community-based organizations build work force development capacity, forging and maintaining partnerships with the public sector, forging and maintaining partnerships with other nonprofit service providers, focusing on employment, stabilizing staff, and designing and delivering effective technical assistance. Initial evaluation of the NJI provides these positive lessons: (1) providing sites with a clear goal helps them focus their plans and energies; (2) providing local, consistent technical assistance helps keep the project on track; and (3) even organizations with no previous experience in the employment field can develop effective jobs programs for their communities. (An appendix describes program implementation at each of the five sites.) (Contains 28 references.) (KC)

ED 456 249

CE 082 228

Hendra, Richard; Michalopoulos, Charles; Bloom, Dan
Three-Year Impacts of Connecticut's Jobs First Welfare Reform Initiative.

SPONS. AGENCY- Smith Richardson Foundation, Inc., Greensboro, NC.; Connecticut State Dept. of Social Services, Hartford.; Department of Health and Human Services, Washington, DC.; Ford Foundation, New York, NY.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; James G. Irvine Foundation, San Francisco, CA.; ARCO Foundation, Los Angeles, CA.; Grable Foundation, Pittsburgh, PA.; Ewing Marion Kauffman Foundation, Kansas City, MO.; Open Society Inst., New York, NY.

PUB DATE- 01

The impact of the transition to training packages (TPs) on institutionally based training in Australia was examined. Information was gathered from 14 case studies of registered trade organizations (RTOs) delivering qualifications to institutionally based students in TPs in the following areas: administration, beauty therapy, community services, horticulture, hospitality occupations, retail, and information technology. Information was also gathered through 8 workshops that were conducted across Australia and attended by 276 individuals, including 16 individuals from industry training advisory boards and 14 from private RTOs. The case studies confirmed that the transition from accredited courses to qualifications in TPs has impacted training programs, faculties/equipment, and relationships with industry. The extent of change has ranged from fine-tuning to wholesale changes in training structure and delivery. The extent of change appeared dependent on the nature of the TP and its relationship to the superseded curriculum. RTOs were using a variety of training and assessment methods to enable their students to develop and gather evidence of competence. This has led many RTOs into closer partnerships with industry. Although many trainers were positive about the direction of TPs, many others were concerned that the contribution they can make as educationalists has been marginalized. (Contains 10 references.) (MH)

ED 456 264

CE 082 244

Burke, Gerald
Trends in Educational Expenditure.

PUB DATE- 01

NOTE- 16p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Costs; Developed Nations; Economic Impact; *Educational Finance; *Educational Trends; Elementary Secondary Education; Expenditure per Student; Financial Support; Foreign Countries; *Government Role; *Job Training; Postsecondary Education; Private Education; School Funds; School Support; Statistical Analysis; Student Financial Aid; Tax Allocation; *Vocational Education

IDENTIFIERS- *Australia; Gross Domestic Product

This study provides an overview of expenditures for education and training by educational institutions in Australia, 1991-2001. The study used newly available data from the Australian Bureau of Statistics (ABS) and administrative data from the main sectors' reports on the size and trends in public and private education expenditures. It analyzed the aggregate effects of demographic change and changes in participation. Findings include the following: (1) demographic change has had only a minor effect on expenditures in recent years; (2) expenditures measured at current prices increased a little less than the gross domestic product (GDP) and the quantity of education provided increased less than the GDP; (3) growth in real expenditure per student has been confined to the school sector, at least in the last few years; (4) there has been a decline in the government expenditure per publicly funded annual hour of curriculum; (5) Australia's total education expenditures are a

education and training (VET) sector in the past 10 years. During the early 1990s, work-based learning (WBL) became the preferred model for PD in the VET sector. Research sponsored by the National Staff Development Committee of the Australian National Training Authority in 1993 identified action learning as an appropriate methodology for structuring national VET sector PD programs. Later research focused on issues such as linking PD programs to national VET policy goals, adopting learner-centered PD approaches, and transforming evaluations of PD programs from efforts designed to satisfy funding requirements to foundations for program improvement. Advocates for basing VET PD programs on WBL based their arguments on the findings of research on adult education, lifelong learning, and learning organizations. A review of the research provides the beginnings of a more detailed descriptive framework for evaluating and researching in the field of PD. The framework draws together theoretical perspectives on andragogy, learning organizations, and theories of critical social science that inform the methodologies of action learning and action research. (Definitions of key terms related to the theoretical foundations of WBL are appended. The bibliography contains 57 references.) (MN)

ED 456 281

CE 082 261

Henry, John; Wakefield, Lyn
Flexible Delivery as a "Whole-Organisation": What Does This Mean
in Practice?

PUB DATE- 01

NOTE- 13p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141); Speeches; Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Apprenticeships; Case Studies; *Delivery Systems; Distance Education; *Educational Research; Educational Technology; Flexible Progression; Foreign Countries; *Generalization; Indigenous Populations; Models; Pilot Projects; Research Design; *Research Methodology; Rural Education; Services; *Vocational Education

IDENTIFIERS- *Australia (Northern Territory); Flexible Learning; Organizational Analysis; Registered Training Organizations (Australia); TAFE (Australia)

A research project called Support Services for Flexible Delivery was commissioned by the Australian organization TAFE (technical and further education) Frontiers. Since 1995, the project has been conducted by using a research approach called the Generalizations from Case Studies (GCS) research method. The GCS method was developed, tested, and refined through the following research projects: Delivery of VET (vocational education and training) to Remote Aboriginal Communities; Informing New Apprenticeships through Indigenous Specific Pilots; Case Studies in New Learning Technologies; and Support Services for Flexible Delivery. The actual project proposal specified six detailed case studies of a training program delivered to an isolated Aboriginal community by a training organization in Australia's Northern Territory. The research was implemented through a dual structure consisting of a core group of researchers and six teams of case study researchers. During the course of the projects, a case study reporting

continual development of new technologies that enable the creation of new business practices. Third, the field of e-commerce was in flux, evidenced by the failure of many business models during 2000 and the emergence of new business models. (YLB)

ED 456 298

CE 082 278

Mitchell, John; Wood, Sarah; Young, Susan
The High-Skilled VET Practitioner: Interim Findings from the Evaluation of the Long-Term Impacts of the Framing the Future Projects in 1999-2000.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research to Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Developed Nations; *Educational Change; Electronic Mail; Foreign Countries; Networks; Organizational Change; *Outcomes of Education; Postsecondary Education; *Professional Continuing Education; *Program Effectiveness; Program Evaluation; Staff Development; Strategic Planning; Surveys; *Teacher Influence; Teacher Response; Teaching Styles; Technical Education; *Vocational Education Teachers

IDENTIFIERS- Australia; National Training Packages (Australia)
Research was conducted in 2000-01 on the long-term impacts of the 200 projects funded by Australia's Framing the Future in 1999 and of the 250 conducted in 2000. Two main research methodologies (case study investigations and a survey) were used for the study. Case study investigations were conducted with the Deaf Education Network in Sydney; South Western Sydney Institute of Technical and Further Education (TAFE); Adult and Community Education in far north New South Wales; West Coast Institute of TAFE; Goodman Fielder and the Chisholm and Kangan Batman Institutes of TAFE in Melbourne; and Queensland Rail and the Brisbane Institute of TAFE. Additional studies are planned. The case study research indicated that high-skilled, professional vocational education and training practitioners are meeting the challenges of change in these innovative, responsive, and flexible ways: they creatively interpret training packages; they address organizational change; they network intrastate and interstate; they promote training for competitive advantage; and they influence strategic planning. The survey data was not yet analyzed. (YLB)

ED 456 299

CE 082 279

Montague, Alan
What Are the Mitigating Conditions That Prevent the Uptake of Apprenticeships and Traineeships among Post-Secondary School Adolescents in Victoria?

PUB DATE- 01

NOTE- 26p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(in health care) represent an additional set of significant decision makers who can use R&D and be influenced by it; and (5) R&D and decision making can benefit each other in diverse ways. (Contains 27 references.) (MN)

ED 456 315

CE 082 296

Shepherd, Jan; Saxby-Smith, Sue
Supporting Women Returning to Work: A European Perspective.
PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Comparative Education; *Education Work Relationship; Educational Needs; *Employed Women; Employment Patterns; *Employment Qualifications; Foreign Countries; Guidelines; Job Placement; Job Skills; Job Training; Outcomes of Education; Participation; Program Design; Program Effectiveness; Program Implementation; *Reentry Workers; *Skill Development; Special Needs Students; Student Attitudes; Training Methods; *Vocational Education

IDENTIFIERS- *Europe; Generic Skills

A 2-year project examined the effectiveness of courses for returning workers in enabling women to make a sustained return to paid employment in the following countries: France; Spain; Ireland; and the United Kingdom. In each country, a short foundation-level program and a longer accredited return-to-work program were selected for evaluation. Although the programs examined differed from one another in terms of structure and content, all included the development of generic skills in the following 10 areas: update; information technology; communication; teamwork; supervision; presentation; knowledge of organization/companies; the language of business; problem solving; and job search. End-of-course questionnaires were distributed to determine the women's views on the courses' effectiveness in helping them develop the generic skills identified as necessary to a successful return to employment. Twenty-nine guidelines for good practice in training were developed, among them the following: (1) involvement of employers in design and delivery; (2) recognition of existing skills and abilities; and (3) fostering awareness of "tacit" knowledge skills. Ten guidelines for good practice for placement provision in companies were developed, among them the following: (1) company has clear objectives for the placement; (2) placement seen as giving value to employers rather than the employer providing a service; and (3) induction and mentor/tutor support. (Contains 21 references.) (MN)

ED 456 316

CE 082 297

Shore, Sue
Racialised Discourse and "Adult Learning Principles": Some Thoughts about Difference and VET.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

Development; Program Guides; *Program Implementation; School Business Relationship; Secondary Education; Special Needs Students; Student Organizations; Teaching Guides; Womens Education; *Work Experience Programs

IDENTIFIERS- Australia; California; Maryland; New York; School to Work Opportunities Act 1994; Screening Procedures; South Carolina; Telementoring; Wisconsin; Work Based Learning

Workplace mentoring has been identified as an important aspect of work-based learning in projects conducted under the School-to-Work Opportunities Act. By establishing relationships with caring and competent adults who can provide emotional support and facilitate skill development, less-experienced youths and adults are more likely to bridge the gap between school and work. Workplace mentoring requires a partnership commitment that involves time, energy, and resources of qualified mentors, school personnel, and learners themselves. As in other endeavors, workplace mentoring requires planning, training, monitoring, and assessment to ensure that the individuals being mentored will achieve successful outcomes. Numerous publications have examined the role of mentoring in work-based learning. The following are among the key issues that have been addressed to varying degrees through work-based learning efforts involving mentoring: (1) the establishment of a mentor recruitment plan; (2) eligibility screening for mentors and students; (3) training for mentors and those to be mentored; (4) matching students with mentors; (5) a monitoring process and a process for providing ongoing support and training; and (6) closure steps. (Approximately 80% of this document is devoted to a 20-item annotated bibliography of resources providing techniques and strategies for incorporating mentoring into work-based learning.) (MN)

ED 456 333

CE 082 365

Kerka, Sandra
Capstone Experiences in Career and Technical Education. Practice Application Brief No. 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Adoption (Ideas); Case Studies; Classroom Techniques; Computer Simulation; Cooperative Learning; Definitions; *Education Work Relationship; Educational Games; Educational Objectives; *Educational Practices; Educational Theories; *Experiential Learning; Guidelines; Learning Processes; Learning Theories; Participant Characteristics; Partnerships in Education; Postsecondary Education; Problem Solving; Program Effectiveness; Role Playing; School Business Relationship; Secondary Education; Story Telling; Strategic Planning; Student Projects; Teaching Methods; *Theory Practice Relationship; *Vocational Education

IDENTIFIERS- *Capstone Courses; *Career and Technical Education; Reflective Thinking

Capstones are culminating experiences in which students synthesize subject-matter knowledge they have acquired, integrate cross-disciplinary knowledge, and connect theory and application in preparation for entry into a career. Capstone courses should be both a synthesis and a bridge to students' future after graduation. In career and technical education

Women and Substance Abuse. Technical Assistance Packet.

PUB DATE- 00

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Alcohol Abuse; At Risk Persons;

Community Action; Drinking; *Drug Education; *Females; Health

Promotion; Illegal Drug Use; Pregnancy; Prenatal Drug Exposure;

Prevention; Problem Solving; *Public Health; Smoking;

*Substance Abuse

There are many issues concerning women of all ages and substance abuse. Women who abuse alcohol or other drugs are particularly at risk for sexual assault; unprotected sex; unwanted pregnancies; and sexually transmitted diseases. Females between the ages of 12 and 17 surpass males in their use of cigarettes; cocaine; crack; inhalants; and prescription drugs, according to the Center for Substance Abuse Prevention. The use of alcohol, tobacco, or other drugs during pregnancy continues to be a leading preventable cause of mental, physical, and psychological impairments and problems in infants and children. This paper provides tips and resources geared specifically towards women to help communities undertake the needed measures to reduce substance use and abuse. A list is included of national organizations, publications, and names of community leaders who work in the field of substance abuse. (JDM)

ED 456 354

CG 031 115

Welfare to Work. Technical Assistance Packet.

PUB DATE- 00

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - General (130), Reports -

Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alcohol Abuse; Community Action; Community

Problems; *Drug Education; *Employment; *Health Promotion;

Illegal Drug Use; Outcomes of Treatment; Prevention; Public

Health; *Substance Abuse; *Welfare Services

IDENTIFIERS- *Welfare to Work Programs

"Welfare to work" is an issue in the substance abuse field because of the high number of people on welfare who have a substance abuse problem. One-fourth of women on welfare either abuse or are addicted to alcohol or other drugs. For women ages 18-24 the incidence is as high as 37%, according to the Center on Addiction and Substance Abuse. Community groups need to work with welfare to work programs so that substance abuse intervention and treatment is included. If treatment needs are not addressed, it will be difficult for substance abusing persons to succeed in these programs. This paper provides tips and resources to help communities undertake the needed steps to reduce substance use and abuse. It lists national organizations, publications, and the names of community leaders who have expertise in the welfare to work areas. (JDM)

ED 456 355

CG 031 116

Underage Drinking. Technical Assistance Packet.

PUB DATE- 00

NOTE- 5p.

LANGUAGE- English

PUB DATE- 00

NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (46th, New Orleans, LA, March 30, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- "At Risk Persons; "Blacks; Churches; "Drug Rehabilitation; Ethnic Groups; Illegal Drug Use; Prevention; Racial Differences; Religion; Resilience (Personality); State Programs; "Substance Abuse

IDENTIFIERS- "African Americans

Identifying risk and protective factors that serve as predictors of substance use is essential for developing effective prevention programs. Inconsistency in the data about the role of religion and spirituality as a protective factor for African Americans continues to exist. In this study, data were collected from 511 African American youth, ages 12 to 18, who attended a state-funded drug prevention program. Participants completed several questionnaires designed to identify risk and protective characteristics as well as the prevalence of their substance use prior to interventions. Overall, protective factors were more likely to predict substance use than risk factors, and church attendance was the only variable that consistently negatively predicted substance use. Suggestions are included for further research. (Contains 10 references and 5 tables.) (JDM)

ED 456 380

CG 031 159

Gladings, Samuel T.
Becoming a Counselor: The Light, the Bright, and the Serious.

PUB DATE- 02

NOTE- 144p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- "Career Development; Continuing Education; Counselor Client Relationship; Counselor Training; Interpersonal Competence; "Personal Narratives; Professional Development; "Self Actualization; Self Concept

IDENTIFIERS- "Vignettes

Personal vignettes are used throughout this book to describe one counselor's developmental journey during his 30 years of counseling practice. Section 1 highlights learning about self discovery and methods of assisting others that developed early in his career. Section 2 discusses the process of determining what interventions worked with clients, and how confidence and competence slowly built over the years. Section 3 deals with lessons learned from things going wrong. Section 4 focuses on the skills and processes that lead professionals and others to make the necessary changes in what they are doing. Section 5 examines multiculturalism and spiritual considerations. Section 6 discusses the influence of family, friends, and colleagues on a person's life and the lessons learned from these experiences. Section 7 discusses the significance of working with groups in counseling. Section 8 talks about the importance of continuing education and supervision. Section 9 presents vignettes from clients' and the counselor's perspective that reflect development over time. Chapter 10 discusses endings to events

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Career Counseling; *Career Exploration; Career
Planning; Counselor Training; *Internet; *Job Search Methods;
Labor Turnover; Models; Spirituality; *Technology; Workshops
IDENTIFIERS- Loyalty

This paper describes a workshop that involves a holistic model for career and lifework planning and a training resource for increasing competency using the Internet for career related job search activity. "Life Work Transitions.com: Putting Your Spirit Online" and its companion Web site offer career changers as well as career counselors an integrated approach that balances spiritual awareness and technology, while addressing the practical issues of retention and loyalty. The literature used within the workshop is discussed. Career counselors will find the wide range of Internet resources and suggestions for use a valuable source. "Finding Your True North" is the core four-part model for making positive centered life-enhancing career choices. The four parts consist of: analyzing and discovering what skills, knowledge, and abilities we possess; identifying where our best work can be done (working conditions); selecting criteria for describing who are our best colleagues, customers, etc.; and defining purpose and rewards that describe why we do what we do. The nine steps for using the Internet to find your dream job are described. (MKA)

ED 456 402

CG 031 206

Porter, Dean; Gildon, Mary Clare; Zgliczynski, Susan
Is Licensure in Your Future?

PUB TYPE- 01

NOTE- 14p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Accrediting Agencies; *Counselor Certification;
Counselors; Credentials; Federal Regulation; Professional
Associations; *State Regulation

IDENTIFIERS- American Counseling Association; *California;
National Board for Certified Counselors

Counselor licensing is an important issue in California. This paper discusses the current licensure situation in California and how other states handle licensure. Also examined are the positions of the national professional organization, the American Counseling Association, and the national credentialing body, the National Board for Certified Counselors. The background of counselor licensure in California is discussed and possible solutions for California's licensure dilemma are offered. Current efforts being made toward licensure are explained, and recommendations for the next steps to be taken are given. The California LICENSURE questionnaire is included. Also provided are a chart comparing counselor licensure at the national level and in California and recommended changes for counselor licensure in California. (MKA)

ED 456 403

CG 031 208

Stevens, Darryl T.; Guest, Michael
Leveraging Advantage: Career Education for Disenfranchised

into books. (Includes 5 tables. Contains 18 references.
Appended are title recognition test items.) (NKA)

ED 456 424

CS 014 475

Chatel, Regina G., Comp.
Teens' Favorite Books: An Annotated Bibliography and a Rubric for
Literary Evaluation of Adolescent Literature.

PUB DATE- 01

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- "Adolescent Literature; Adolescents; Annotated
Bibliographies; "Evaluation Criteria; "Literary Criticism;
"Reading Material Selection; Secondary Education

IDENTIFIERS- "Response to Literature

This annotated bibliography contains 42 titles of teenager-
selected favorite books, all of them published or reprinted
between 1986 and 2000. Along with the bibliography is a 13-step
rubric for evaluating adolescent literature. (NKA)

ED 456 425

CS 014 477

Gottlieb, Stephen S.
A Review of State Reading and Language Arts Standards. ERIC
Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.; Digest D161.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071), Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- "Academic Standards; Educational Improvement;
Elementary Secondary Education; "Language Arts; Literature
Reviews; "Reading Achievement; State Regulation; "State
Standards

IDENTIFIERS- ERIC Digests

Public demand for improvements in education has motivated a
search for guidelines as to what constitutes satisfactory
public instruction and learning. One of the latest and most
significant manifestations of this has been the efforts within
the individual states to define and adopt adequate reading and
English language arts standards. This digest poses a series of
questions to help review what researchers have found about the
ways in which the various states have approached the issue,
questions such as: Why Set State Standards for Education? What
Have Researchers Concluded about Existing State Standards? How
Should, and How Do, State Standards Affect Ways in Which
Teachers Teach? What Constitutes Effective English Language
Arts Standards? and State Standards: Where Are We Heading? (NKA)

ED 456 426

CS 014 479

Clarke, Pamela A.
Analysis of the Success for All and School Development Programs
and Their Effects on Reading Comprehension.

PUB DATE- 01

NOTE- 37p.; Master of Arts Thesis, Kean University. Appendices
contain copyrighted material and are not available through ERIC.
LANGUAGE- English

This book encourages teachers to harness students' interest in film to help them engage critically with a range of media, including visual and printed texts. Toward this end, the book provides a practical guide to enabling teachers to feel comfortable and confident about using film in new and different ways. It addresses film as a compelling medium in itself by using examples from more than 30 films to explain key terminology and cinematic effects. And it then makes direct links between film and literary study by addressing "reading strategies" (e.g., predicting, responding, questioning, and storyboarding) and key aspects of "textual analysis" (e.g., characterization, point of view, irony, and connections between directorial and authorial choices). The book concludes with classroom-tested suggestions for putting it all together in teaching units on 11 films ranging from "Elizabeth" to "Crooklyn" to "Smoke Signals." Some other films examined are "E.T.," "Life Is Beautiful," "Rocky," "The Lion King," and "Frankenstein." (Contains 35 figures. Appendixes include a glossary of film terms, blank activity charts, and an annotated resource list.) (NKA)

ED 456 447

CS 217 687

Hammond, Jennifer, Ed.

Scaffolding: Teaching and Learning in Language and Literacy Education.

PUB DATE- 01

NOTE- 127p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Classroom Techniques; Elementary Education; English

(Second Language); Language Arts; *Learning Strategies;

*Literacy; *Native Language Instruction; *Scaffolding (Teaching Technique)

This book presents six essays that explain where the educational term "scaffolding" comes from and what it means, then journeys into classrooms that demonstrate effective scaffolding in practice. In the process, it shows that "content" cannot be taught apart from the language about that content. The essays in the book are also about the role of language in learning, and about language and literacy education in the context of schooling. Essays in the book are: (1) "What Is Scaffolding?" (Jennifer Hammond and Pauline Gibbons); (2) "Scaffolding and Language" (Jennifer Hammond); (3) "Scaffolding in Action: Snapshots from the Classroom" (Tina Sharpe); (4) "Scaffolding Oral Language: 'The Hungry Giant' Retold" (Bronwyn Daniels); (5) "Mind in the Classroom" (Pauline Jones); and (6) "Learning about Language: Scaffolding in ESL Classrooms (Brian Dare and John Pollas). An Afterword discusses further questions and a 17-item glossary is attached. (AB)

ED 456 448

CS 217 688

Richards, Vervaeke A.; Ker, H. L.

Poetry for Praxis Too.

PUB DATE- 01

NOTE- 21p.; Paper presented at Teaching Writing in Higher

Education: An International Symposium (Coventry, England, March 26-27, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

*Mass Media Role; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Kazakhstan

This study attempts to answer Andrews' (1991) question, "do perceptions of advertising in general vary cross-culturally?" Eighty-two undergraduate students from the former Soviet Union republic of Kazakhstan were questioned about their beliefs about advertising. The analysis revealed predominantly negative feelings toward advertising in general. Findings indicate unfamiliarity or general distrust of advertising and uncertainty about the role and potential of advertising to improve the quality of life in the country. A discussion about advertising in Kazakhstan's emerging capitalist economy is also included. (Contains 29 references and 2 tables of data.) (Author/RS)

ED 456 469

CS 510 608

Sutherland, Patrick J.

Diffusion of Courses with World Wide Web Features: Perceptions of Journalism and Mass Communication Program Administrators.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.;

Appalachian College Association.

PUB DATE- 01

NOTE- 57p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Higher Education; *Innovation; *Journalism Education; *Mass Media; National Surveys; Predictor Variables; *Program Administration; *World Wide Web

IDENTIFIERS- Administrator Surveys; *Technology Integration
Research shows that educators at accredited journalism and mass communication programs in the United States agree that programs without a significant Web presence are ignoring the impact of technology on the field. A study utilized a cross-sectional survey design to assess the perceptions of college/university program top administrators concerning the use of the World Wide Web in teaching at 189 schools affiliated with the Association of Schools of Journalism and Mass Communication (ASJMC). Organizational and individual pressures to implement, and resistance to implementation of Web courses, constitute predictor variables. Based on a literature review, the present study defines pressures to implement as attitudes, policies, processes, structural factors, and/or behavior designed to cause the adoption of, or to further the implementation of an innovation. Descriptive statistics were used since the concern is with the overall characteristics of the ASJMC data. Responses were obtained from 137 (72%) of the administrators. Analysis of the descriptive statistics suggests that administrators perceived an extensive set of needs and imperatives that may be contributing to the implementation of this innovation. For two-thirds of the 21 items on the imperatives on the list, more than half the administrators agreed that the item constituted an imperative to implement courses with Web features. Based on the survey responses, nearly 6 of 10 programs began implementing courses with Web features within 5 years of the Web's introduction in 1990, with another third implementing Web courses features a few years after the majority. (Contains a 48-item bibliography. Appended are the survey instrument and extensive tables of data.) (MKA)

and Starosta's study can be further improved, the instrument as a whole is a valid one through which a culture-free scale for measuring intercultural sensitivity can be developed. (Contains 33 references, and 2 tables and a figure of data. An appendix contains the Intercultural Sensitivity Scale.) (Author/RS)

ED 456 492

CS 510 644

Frisby, Cynthia M.; Reber, Bryan H.; Cameron, Glen T.
Changing Direction: Assessing Student Thoughts and Feelings about
a New Program in Strategic Communication.

PUB DATE- 01

NOTE- 34p.; Paper presented at the Annual Meeting of the
Association for Education in Journalism and Mass Communication
(84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advertising; Curriculum Development; Higher
Education; Integrated Curriculum; *Public Relations; *Student
Attitudes

IDENTIFIERS- *Strategic Communication

A number of recent studies have examined integration of
advertising and public relations, but none reports what
students think. Over three semesters, students in an
introduction to strategic communication course were asked to
assess an integrated public relations and advertising
curriculum. Students supported integration and viewed a focus
on new technology, having a toolkit of integrated communication
methods, and understanding the basics of relationship building
as paramount. Public relations and advertising students
differed regarding the value of relationships, new technologies
and a toolkit approach. The importance placed on relationship
building differed by race and gender. (Contains 39 references
and 3 figures of data.) (Author/RS)

ED 456 493

EA 030 694

Miron, Gary

The Initial Study of Pennsylvania Charter Schools. First Annual
Report.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 00

NOTE- 66p.; Some figures may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -
Research/Technical (143), Test, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- Annual Reports; *Charter Schools; Educational
Administration; *Educational Assessment; Elementary Secondary
Education; Program Descriptions; Program Effectiveness; Program
Evaluation; State Surveys

IDENTIFIERS- *Pennsylvania

This is the first annual report of the 17-month initial study of
Pennsylvania charter schools. The document contains interim
information about the status and development of the state's
charter schools and the charter-school initiative as a whole;
it is not intended to be a summative evaluation of individual
schools or the initiative, and it is not meant to be a full
report of all the activities of the schools. The report is
largely descriptive and is based upon the first round of
surveys conducted during May and June 1999. Information

priorities, and consideration of long-range plans for continued mentor-program support. Three appendices include answers to the Mentoring Background Quiz in chapter 1, mentoring scenarios, and a Mentor-Protege Action Planning Form. (Contains list of 17 suggested readings and subject/author index.) (RT)

ED 456 512

EA 031 185

Laine, Sabrina W. M.

Professional Development in Education and the Private Sector:
Following the Leaders.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 88

NOTE- 32p.; With Chris Otto.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrative Principles; Case Studies; Early
Childhood Education; Elementary Secondary Education;
Organizational Climate; Private Sector; *Professional
Development; Professional Training; Public Schools; *Staff
Development; *Work Environment

This report provides education leaders and policymakers with a lens to examine model professional development in education and the private sector. The purpose of this study was to increase understanding of how organizations support or fail to support a work culture that values ongoing education, and to better understand what comprises the environment, desire, and means in which effective staff development and training take place. An exemplary private-sector corporation and an exemplary school district were studied to compare professional development processes and staff training, and to develop descriptions and explanations of how professional development becomes infused into the culture of an organization. Findings include: (1) to legitimize professional development, it is important that leadership is convinced of and committed to its value; (2) professional development must be coordinated with organizational goals; and (3) employees must recognize that professional development has multiple functions in achieving evolving organizational goals. Findings suggest that providing teachers with time for professional development during the school day and year is paramount to building a culture of professional growth, that teachers should be acculturated early into an environment that values continued learning, and that aligning school goals with the goals of professional development should be a continuous process. (Contains 44 references.) (RT)

ED 456 513

EA 031 186

Making Good Choices: Districts Take the Lead. Comprehensive
School Reform.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 88

NOTE- 87p.; Contributors include Bryan Hassel, Lenaya Rasek, Gina
Burkhardt, Melissa Chapko, and Stephanie Blaser.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)

sections: (1) Introduction, (2) Prevention, (3) Threat Assessment, (4) Crisis Planning and Preparation, (5) During a Major Crisis, (6) After a Crisis, (7) Legal Considerations, (8) Recommendations for the Media, (9) Legislative Issues, (10) Web Links with Additional Information, (11) Acknowledgements, and (12) Other Private Sector Liaison Committee Publications. This document can be used to help communities audit their schools' existing policies, procedures, and plans; serve as a basis for strengthening collaborative school violence policies, procedures, and plans; help public safety and other crisis response agencies assess their school safety plans; and provide guidance to members of the school community. (RT)

ED 456 532

EA 031 222

Reichardt, Robert
Reducing Class Size: Choices and Consequences. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Class Size; *Educational Assessment; Educational Experiments; Primary Education; *Student Improvement

IDENTIFIERS- California; Tennessee; Wisconsin

This policy brief draws on research and evaluations of efforts in Tennessee, California, and Wisconsin to describe different approaches to reducing class size in kindergarten through third grade. Tennessee implemented a randomized experiment to investigate the effectiveness of smaller classes; California used a statewide approach; and Wisconsin targeted class-size reduction as part of an effort to increase achievement in high-poverty schools. Tennessee's STAR program provides the strongest evidence that smaller class sizes improve student performance. California's experiment showed much smaller improvements in student achievement compared with Tennessee's. Wisconsin's SAGE program produced larger increases in achievement in mathematics and language arts than California obtained, but less than were found in Tennessee. Evidence from these states provides guidance for policymakers about whether and how to implement a class-size-reduction program. The brief considers questions such as: What makes small classes more effective? How small is small and for how long? and How much does it cost to reduce class size? Other topics include key cost considerations, funding and fiscal equity, long-term costs, finding teachers for additional classrooms, finding additional classroom space, and crafting class size to meet education needs. The brief concludes with a list of nine resources. (RT)

ED 456 533

EA 031 223

Brine, Jacky
Feet of Class. Relations of Power and Policy Research.

PUB DATE- 01

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

measure. The paper lists minimum and related core subjects and discusses guidance programs, special-education regulations, alternative secondary programs, testing, selection of curricular materials, communication skills, technology in the curriculum, work-force skills, basic values, safe environment and discipline, and citizenship. Subject areas targeted in the standards include: mathematics, economics, government/civics, United States history, science, language arts/communication, and health. Each standard topic starts with an introductory paragraph, followed by subtopics presented in tabular format (content standard, content knowledge and skills, and samples of applications). (RT)

ED 456 552

EA 031 253

Bingham, C. Steven; Harman, Patrick; Finney, Pamela; Hood, Art
An Exploratory Study of the Impact of Charter Schools on Reducing
the White-Minority Achievement Gap in North Carolina.

PUB DATE- 01

NOTE- 25p.; Paper presented at the Annual Meeting of the North
Carolina Association for Research in Education (Charlotte, NC,
March 22, 2001). Carolyn Cobb, Gongsu Zhang, Grova Bridges,
and Olinda Williams contributed to the study.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -
Research/Technical (143), Speeches, Conference Papers, "Papers
Presented at..." (150)

DESCRIPTORS- Academic Achievement; Charter Schools;
Educationally Disadvantaged; Elementary Secondary Education;
Equal Education; Public Schools

IDENTIFIERS- North Carolina

An important challenge facing education today is the difference
in academic achievement among students of different ethnic and
racial backgrounds. This situation prompted a study to examine
the impact of charter schools on North Carolina's white-
minority achievement gap. Examination of test-score gaps
between disadvantaged African-American minority and White
students in regular North Carolina public schools provides a
benchmark by which to examine the gap-reduction benefit of
charter schools serving disadvantaged minorities. Because of
the quantitative-descriptive research design used and variables
such as poverty level, learning disabilities, and behavioral
and emotional handicaps not controlled for, no inferences can
be drawn from study results that charter schools reduce the
achievement gap. Study results show that charter-school student
achievement varies at least as widely as it does in regular
district public schools. However, six charter schools
demonstrated reduced achievement gaps, suggesting the need for
further research, be done to explore why, and why at so few
schools. No recommendations can be made to policymakers and
practitioners at this time because of the exploratory nature of
this study. The report includes 15 references, 2 figures, and 8
tables. (RT)

ED 456 553

EA 031 255

Pandis, Meeli
School Readiness or School's Readiness?

PUB DATE- 01

NOTE- 10p.; In: "Thinking Classroom" International Reading
Association and Open Society Institute, No. 3, 2001, pp.23-26.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

reduced lunch, and more often demonstrated student need through involvement in Title I and school-improvement efforts. (RKJ)

ED 456 572

EA 031 307

York-Barr, Jennifer; Sommers, William A.; Ghere, Gail S.; Montie, Jo

Reflective Practice To Improve Schools: An Action Guide for Educators.

PUB DATE- 01

NOTE- 193p.; Forward by Arthur L. Costa.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Critical Thinking; *Educational Improvement; Elementary Secondary Education; *Reflective Teaching; *Theory Practice Relationship

The hectic pace and rigid structures in many of today's schools make it difficult for educators to take time to reflect and learn. Experience is not enough. Reflection on experience is the pathway to improvement. Reflection provides a means for examining beliefs, assumptions, and practices. It can also result in the discovery of incongruities between espoused beliefs and actual practices. Both individual and organizational learning capacities are involved. Chapter 1 gives a definition of "reflective practice" and a rationale for its potential to improve schools. Also addressed are the characteristics of reflective educators and the organizing framework of the reflective spiral. Chapter 2 discusses the design and development of reflective practices, including principles of adult learning and the importance of trust. Chapters 3 through 6 examine the reflective spiral for the individual, between partners, in small groups, and on a schoolwide level, respectively. Chapter 7 concludes with lessons learned from working with educators and schools to implement reflective practices. At the end of each chapter is a page for the reader's own reflections on important ideas, specific insights, questions raised, and implications for action. Encouragement and guidance are offered for individual and collective efforts to create schools in which students and educators continually learn. (Contains 206 references, 10 tables, and 32 figures.) (RKJ)

ED 456 573

EA 031 310

Guillory, Ferrel

Imperatives for Change: The Case for Radically Redesigning Public Education in America. Preschool through Postsecondary.

SPONS. AGENCY- Metropolitan Life Foundation.

PUB DATE- 01

NOTE- 10p.; The first in a series of essays supported by the Metropolitan Life Foundation Change in Education Initiative.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; Postsecondary Education; *Public Education; *School Effectiveness; *School Restructuring After a period of decline, dropout rates are on the rise.

National Resources for Adults with Learning Disabilities.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.;
Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 33p.; Supersedes ED 307 681. With assistance from Vickie
Barr and Eve Robins.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Adults; Check Lists; Clinical
Diagnosis; Helping Relationship; Individual Characteristics;
*Learning Disabilities; *Organizations (Groups); *Publications;
*Resource Materials; *Symptoms (Individual Disorders)
This guide contains a selection of national resources to assist
adults who suspect they may have a learning disability. The
guide begins with information on assessing learning
disabilities, recommendations for locating a qualified
professional to conduct assessments appropriate for adults, and
a list of questions to ask qualified professionals. A learning
disability checklist is included that identifies
characteristics of a person with a learning disability. The
guide then includes a collection of organizations,
publications, and programs relevant to learning disabilities.
Only organizations that operate on a national level and can put
inquirers in contact with regional or local resources have been
selected. A short description of each organization's activities
is provided to assist in identifying which resources are best
suited to individual needs and concerns. Publications listed in
the guide provide general information for adults with learning
disabilities. Programs listed not only provide the learning
component but also offer residential housing. Resources are
divided into the following categories: (1) national resource
centers (14); (2) general education (9); (3) learning
disability organizations (7); (4) attention deficit disorder
organizations (5); (5) employment (4); (6) technology (6); (7)
life management (14); (8) publications (17); and (9) toll-free
numbers (24). (CR)

ED 456 592

EC 308 576

Asperger Syndrome: Success in the Mainstream Classroom.
Videotape .

PUB DATE- 00

NOTE- 0p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Non-print Media (100)

DESCRIPTORS- *Autism; *Classroom Techniques; *Educational
Strategies; Elementary Secondary Education; *Inclusive Schools;
Mainstreaming; Parent Attitudes; *Student Characteristics;
Teacher Attitudes; *Teacher Collaboration; Teacher Student
Relationship; Videotape Recordings
IDENTIFIERS- *Aspergers Syndrome

This 44-minute videotape recording is designed to help those who
support individuals with Asperger syndrome and includes the
perspectives of a regular classroom teacher, special education
inclusion teacher, instructional aide, case manager,
psychologist, and parents. The tape provides suggestions to
assist students with Asperger syndrome who participate in
mainstream regular classrooms rather than in a self-contained
classroom environment. (CR)

ED 456 593

EC 308 577

variables. Interventions described in all of the research-based studies showed some common components. First, all studies included monitoring of selected dependent variables. The studies that achieved the best results modified individual student interventions during the program based upon data collected through this on-going monitoring. Second, most studies included an element of relationship building which often involved home/school connections. In addition, an effort to build affiliation between the student and the school characterized the more successful studies. Often, though not always, peer tutoring was the instrument used to build this affiliation. Most gains shown throughout these studies, however, have been short-term. In four of the studies described, the gains were documented for less than 1 year. The paper concludes with recommendations for school administrators and teachers. (Contains 28 references.) (CR)

ED 456 611

EC 308 596

Nolan, Joe; Keasler, Debbie
Barriers to Parental Advocacy via the Internet: A Rural Case Study.

PUB DATE- 01

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Child Advocacy; Computers; *Disabilities; Elementary Secondary Education; Information Retrieval; Information Seeking; *Internet; Outreach Programs; Parent Education; *Parent Participation; *Parent Workshops; Program Design; Program Effectiveness; *Rural Areas

This paper describes an Internet advocacy outreach project developed by Southwestern Oklahoma State University for parents of children with disabilities in rural western Oklahoma. The first phase of the project took place in the summer of 1999. Four free 3-hour workshops were provided that were designed to teach the following principles: basic Internet computing, Internet terminology, basic surfing techniques, and surfing for advocacy. Phase II of the outreach project was conducted during the summer of 2000. The University offered a \$25 stipend to all participating parents in the workshop. The format of the workshops was identical for both Phase I and II. Of the four workshops in Phase I, three were canceled due to lack of any registrants. Finally, one participant was registered for the fourth workshop, and it was conducted for that parent. The workshop conducted in Phase II had seven participants, three from the same family. All participants reported that the workshop was worthwhile, and, as a result, they were more capable of advocating for their children. Lack of access to the Internet is discussed as one reason for the small number of workshop participants. (CR)

ED 456 612

EC 308 596

Doyle, Lynn H.
Leadership and Inclusion: Restructuring for Reform.

PUB DATE- 01

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Drinking Water; Elementary Secondary Education; *Guidelines; *Lead Poisoning; *Prevention; *Public Schools

IDENTIFIERS- *Office Buildings

This manual demonstrates how drinking water in schools and non-residential buildings can be tested for lead and how contamination problems can be corrected when found. The manual also provides background information concerning the sources and health effects of lead, how lead gets into drinking water, how lead in drinking water is regulated, and how to communicate lead issues with a facility's users. Appendices contain a directory of Environmental Protection Agency and State drinking water programs, a terms glossary, a water cooler summary, a list of lead resources, a sample record keeping form, and containers for preserving samples. (GR)

ED 456 634

EF 005 984

Schoolyard Learning: The Impact of School Grounds.
SPONS. AGENCY- Nellie Mae Foundation, Braintree, MA.

PUB DATE- 00

NOTE- 44p.; Produced in collaboration with the Boston Schoolyard Funders Collaborative.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Child Development; *Educational Research; Elementary Secondary Education; Public Schools; *Student School Relationship; Surveys

IDENTIFIERS- *School Yards

This paper utilizes a literature review and survey as the basis for comments about the influence of schoolyards on academic learning and child development. The researchers find that school grounds form an important albeit under-utilized part of the built environment. School grounds have a positive impact on social development, academic achievement, and safety and physical well-being. The study also suggests characteristics that constitute outstanding schoolyards. It assesses the state of research on school grounds and presents a critique of existing knowledge. Appendices contain a partial bibliography, the survey on the impact of schoolyard learning programs, survey data, and a survey research summary table. (GR)

ED 456 635

EF 005 986

Duke, Daniel L.
Creating Safe Schools for All Children.

PUB DATE- 02

NOTE- 252p.; With assistance from William J. Bailey, Judith H. Berg, and C. Elizabeth Campbell.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Guidelines; Public Schools; *School Policy; *School Safety; *Student Behavior; Student School Relationship

This book examines issues of school safety and how safety issues have developed in recent years, presents in-depth discussions of each of seven standards of school safety, and raises a variety of legal, policy, and specific safety questions that

discussed include student dictionary ability, dictionary interactions with test items, test development considerations, and current beliefs about dictionary accommodations and reading assessment. The pretest and posttest are included in appendices. (Contains 25 references.) (KFT)

ED 456 656

FL 026 881

Roca, Ana, Ed.
Research on Spanish in the United States: Linguistic Issues and Challenges.

PUB DATE- 00

NOTE- 464p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Bilingual Education Programs; Bilingualism; Code Switching (Language); Discourse Analysis; Hispanic Americans; Interpreters; Language Attitudes; Language Variation; Linguistic Borrowing; Morphology (Languages); Phonology; Pragmatics; *Sociolinguistics; *Spanish; *Spanish Speaking; Syntax; Uncommonly Taught Languages

IDENTIFIERS- Language Policy; *United States

This collection of 29 original articles provides an informative overview of current linguistic research on Spanish in the United States. Many of the chapters focus on regional aspects, ranging from sociolinguistic issues among Dominicans in New York and Cubans in Miami to the adoption and adaptation of forms from Nahuatl and English in the southwestern United States. Other chapters discuss the outlook for the growing population of Spanish speakers in many areas of the United States, particularly in relation to bilingual education and other public policy questions. This edited volume has an introduction and is divided into 8 parts with several chapters each. Part titles include the following: "U.S. Spanish: An Overview of the Issues"; "Bilingualism and Interpreting"; "Historical Perspectives"; "Borrowings"; "Codeswitching, Narratives, and Discourse"; "Sociolinguistics and Pragmatics"; "Phonology, Morphology, and Syntax"; and "Attitudes, Planning, and Policy Issues." A detailed subject index is included. Numerous references appear at the end of each chapter. (KFT)

ED 456 657

FL 026 882

Swierzbis, Bonnie, Ed.; Morris, Frank, Ed.; Anderson, Michael E., Ed.; Klee, Carol A., Ed.; Tarone, Elaine, Ed.
Social and Cognitive Factors in Second Language Acquisition:
Selected Proceedings of the 1999 Second Language Research Forum.

PUB DATE- 00

NOTE- 496p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; *Cognitive Style; English (Second Language); Grammar; Immersion Programs; Indonesian Languages; Input Output Analysis; Interlanguage; Japanese; *Language Acquisition; Learning Strategies; Morphology (Languages); Phonology; Psycholinguistics; Quechua; Second Language Instruction; *Second Language Learning; Sociolinguistics; Spanish Speaking; Syntax; Uncommonly Taught Languages; Writing Strategies

This edited volume includes the following chapters: "Three Kinds of Sociolinguistics and SLA: A Psycholinguistic Perspective"

NOTE- 7p.; Some text may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Class Activities; *English (Second

Language); Instructional Materials; Second Language

Instruction; *Workplace Literacy

This guide assists English-as-a-Second-Language educators in helping students fill out simple application forms. The guide discusses performance outcomes, communications teaching points, SCANS (Secretary's Committee on Achieving Necessary Skills) competencies, classroom configurations, materials, and procedures. Blank forms, suitable for reproduction, designed to record contact information for students, are also provided.

(KFT) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 456 678

FL 001 454

Adkins, Myrna Ann; Harper, Eric

Tips for Teachers during Times of Trauma.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.

PUB DATE- 01

NOTE- 9p.; Content and editorial assistance from Burna Dunn, Pam Herrlein, Erika Taylor, Chris Tombari, and the staff of Spring Institute.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Crisis Intervention; *Crisis Management; Elementary Secondary Education; Emergency Programs; Language Minorities; Posttraumatic Stress Disorder; *Refugees

IDENTIFIERS- September 11th Attacks

This guide for teachers in times of trauma was updated after the events of September 11, 2001--the terrorist attacks on the World Trade Center and the Pentagon. These traumatic events could cause refugees to experience trauma or become re-traumatized. For many refugees, their English-as-a-Second-Language (ESL) programs are the places where they will find their primary, in-depth contact with Americans with whom they can feel safe and where they can ask questions. Teachers and administrators are grappling with how to best assist refugees, especially those from countries where war, trauma, and uncertainty are a way of life. This paper provides some tips for working with refugees in the classroom and for paying attention to the needs of teachers and others in programs and agencies who serve them. Some brief information on the experience of "crisis" is also included. Major headings in the paper include the following: "The Balance: Providing Information and Class as Usual"; "Debriefing with Teachers and Other Staff"; "Caring for Oneself"; "What is a Crisis." Also included is a list of 16 Office of Refugee Resettlement-supported treatment centers for torture victims around the United States. (KFT) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 456 679

HE 034 238

Cohort Default Rate Guide.

PUB DATE- 01

State Legislation

IDENTIFIERS- American Association of State Colleges and Universities
This document highlights the policy and advocacy positions that the American Association of State Colleges and Universities (AASCU) will assume in upcoming legislative and regulatory processes. Member institutions will find these policies predictive of advocacy efforts on their behalf; policymakers will find positions predicated on the needs of students. Among the premises on which the agenda is based is that higher education is a common good that serves the interests of society and provides individual benefits. State colleges and universities are committed to providing access to quality undergraduate and graduate programs. To this end, policies are outlined for: (1) various aspects of student financial aid; (2) federal and state tax policies; (3) teacher preparation, development, and support; (4) international program opportunities for students, faculty, and administrators; (5) federal and state issues related to science, research, and information technology; (6) federal and state issues related to access and inclusion; (7) economic and workforce development; and (8) governance. (SLD)

ED 456 699

HE 034 255

Miller, Michael T.; Pope, Myron L.
Faculty Senate Presidential Skills: Identifying Needs for Training and Professional Development.

PUB DATE- 01

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Administration; College Faculty; *College Governing Councils; *Faculty College Relationship; Faculty Organizations; Higher Education; Job Skills; Leadership; National Surveys; *Participative Decision Making
Colleges and universities rely on faculty senates and similar governing units to build consensus and solve problems on campus creatively. As institutions rely on these governing bodies, the bodies themselves rely on presidents, chairs, and other faculty-developed leadership positions. This national study of faculty senate presidents was designed to identify key skills required for service as a faculty leader. Usable responses were received from 181 faculty senate presidents. The highest mean rating was given to oral communication skills, followed by leadership skills, organizational ability, and stress tolerance. By identifying the top skills required for leadership, institutions can better design professional development opportunities for faculty members, enabling senates and the institution to perform better. Findings do indicate that faculty senate presidents have some agreement on the types of skills necessary to do their jobs. (SLD)

ED 456 700

HE 034 257

Student Charges & Financial Aid, 2000-2001.

PUB DATE- 01

NOTE- 28p.; Contains light type.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (118); Reports - Descriptive

(Program/Project Descriptions) (141)

DESCRIPTORS- Budgeting; Costs; *Economic Factors; Educational Finance; Educational Policy; Higher Education; *Paying Per

Bader, Sharon
 Selling the Work Ethic: From Puritan Pulpit to Corporate PR.
 PUB DATE- 00
 NOTE- 292p.; Published by Zed Books.
 LANGUAGE- English
 EDRS Price- Document Not Available from EDRS.
 PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position
 Papers/Essays (120)
 DESCRIPTORS- Adult Education; Advantaged; Behavior Standards;
 *Capitalism; Cultural Influences; Employer Employee
 Relationship; Family Work Relationship; Goal Orientation; Job
 Satisfaction; *Labor Relations; Leisure Time; Moral Values;
 Motivation; Poverty; *Power Structure; *Productivity; Quality
 of Working Life; Social Status; Social Values; Success;
 Unemployment; Wages; Welfare Services; *Work Attitudes; Work
 Environment; *Work Ethic; Working Hours
 This book provides an account and critique of the work ethic, a
 central aspect of modern capitalist society. Chapter 1 is an
 introduction. Chapter 2 considers social changes in Europe in
 the 16th-17th centuries, maintaining that work was imbued with
 moral qualities and wealth seeking acquired social legitimacy
 through religious sanction. Chapter 3 discusses how, with the
 rise of capitalism, wealth became an indicator of worth and
 determined social standing. Chapter 4 focuses on portrayal of
 inequality by businessmen, politicians, and writers as a result
 of individual variability in terms of character, virtue, and
 endeavor in the 19th-20th centuries. Chapter 5 examines
 inequalities the author says have been justified in the 20th
 century in terms of individual hard work, character, and
 education. Chapter 6 focuses on how employers motivate or
 coerce workers when unable to rely on a work ethic. Chapter 7
 considers how employers have fostered people's identification
 with their work. Chapter 8 discusses more recent management
 methods to motivate workers and increase productivity. Chapters
 9-10 discuss the strategy of ensuring that welfare is more
 difficult to get, more temporary, and unpleasant so fear of job
 loss keeps productivity high. Chapter 11 shows how the work
 ethic continues to be inculcated in schools. Chapter 12
 discusses consumerism's role in ensuring that work remains
 central. Chapter 13 argues that embracing consumerism has
 ensured that working hours have increased. Chapter 14 is a
 conclusion. (Appendix includes a 186-item bibliography and
 index.) (VLB)

ED 456 218

CE 082 154

Loutfi, Martha Fetherolf, Ed.
 Women, Gender and Work: What Is Equality and How Do We Get There?
 PUB DATE- 01
 NOTE- 565p.; Compilation of 22 articles previously published in
 the "International Labour Review."
 LANGUAGE- English
 EDRS Price- Document Not Available from EDRS.
 PUB TYPE- Books (010), Collected Works - General (020)
 DESCRIPTORS- *Affirmative Action; Comparable Worth; Developed
 Nations; Developing Nations; Employed Parents; *Employed Women;
 Employment Practices; *Equal Opportunities (Jobs); Equal
 Protection; Family Work Relationship; Foreign Countries; Leaves
 of Absence; *Salary Wage Differentials; *Sex Differences; *Sex
 Discrimination; Sex Fairness; Sexual Harassment
 IDENTIFIERS- Australia; Belgium; European Union; France; Glass
 Ceiling; Management Styles; Netherlands; Nordic Countries;
 Occupational Segregation; United Kingdom
 This anthology contains 22 articles published in the

Screening does not happen just once; it is an ongoing process that serves as the practitioner's guide, at different stages of the learner's development, for adaptation of teaching materials and teaching approaches, and for possible referral for formal assessment by a qualified professional. Practitioners should be alert for the following types of learners: learners whose academic performance contains unexpected gaps; learners who display signs of poor vision or hearing; learners having academic performance problems in the areas of reading, expressive language, and/or math; and learners whose behaviors/psychological manifestations are interfering with the learning process. The following behaviors may indicate a possible learning disability if they are observed over a considerable period of time: problems concentrating; poor organization of the physical environment and time; variable or unpredictable behavior; and difficulty functioning in various social situations. The following are among other methods of gathering information: recording individuals' learning characteristics and behaviors on an observation checklist; reviewing individuals' school, medical, and employment records; conducting screening interviews; administering screening questionnaires; and encouraging self-reporting. (NH)

ED 456 234

CE 082 189

Barrineau, Irene T., Ed.

Sharing the Vision, Leading the Way: Continuing Educators in the New Millennium. ACHE Proceedings (62nd, Myrtle Beach, South Carolina, October 14-17, 2000).

PUB DATE- 00

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Persistence; Acceleration (Education); Adult Education; Adult Students; Change Strategies; Comparative Analysis; *Continuing Education; Corporate Education; Distance Education; Economic Change; Education Work Relationship; Educational Administration; *Educational Objectives; Educational Practices; Educational Research; *Educational Technology; *Educational Trends; Futures (of Society); Global Approach; Higher Education; International Education; Internet; Lifelong Learning; Models; Nontraditional Students; Online Courses; Program Development; School Business Relationship; Strategic Planning; Student Evaluation; Trainers; Training; *Universities; World Wide Web

IDENTIFIERS- Learning Society

This document presents the proceedings of the 2000 annual meeting of the Association for Continuing Higher Education (ACHE). Part 1 contains the text of the presidential address, "Building Solid Communities within Higher Education" (Nancy Thomason), as well as summaries of the following addresses: "Riding the Rapids of Change: Survival Tactics for a New Century" (Fran Solomon); "Knowledge, Learning, and the New Economy: A Collision Course?" (Paul Tiffany); and "Minority Affairs Network Luncheon Address" (Lori Arviso Alford). Part 2 contains texts or summaries of the meeting's 29 concurrent sessions. Selected presentation titles are as follows: "The Development of a Multi-Point Criteria for Assessing Learning Outcomes from Web-Based Courses" (Edmund J. Ferszt); "Victim Assistance as a Profession: Implications for Adult Education" (Thomas Underwood); "Finding, Managing, and Maintaining Talent" (Alan Chesney); "How to Market on the World Wide Web" (Karen Vignare); "Is E-Learning Distance Learning?" (Donald L.

NOTE- 46p.; Also supported by the Union Carbide Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adults; Community Development; Disadvantaged;
Employment Potential; *Employment Programs; Job Skills; Job
Training; Poverty Programs; *Program Effectiveness; State
Programs; Unemployment; *Wages; *Welfare Recipients; Welfare
Services

IDENTIFIERS- Aid to Families with Dependent Children;

*Connecticut; Time Limited Welfare

The Connecticut Jobs First welfare reform initiative, implemented statewide in 1996, includes a 21-month time limit on cash assistance, generous financial work incentives, and other features. Its primary goal is to reduce welfare use and increase self-sufficiency through work. To facilitate evaluation of the program, between January 1996 and February 1997, several thousand welfare applicants and recipients were assigned, at random, to one of two groups: the Jobs First group, or the Aid to Families with Dependent Children (AFDC) group, which is subject to the prior welfare rules. Data collected in early 2000 from the program's implementation and estimates of its impacts on employment, public assistance receipt, income, and other outcomes was analyzed to determine the Jobs First's impact after 3 years. Key findings were the following: (1) Jobs First continues to have a positive impact on employment; (2) Jobs First generated substantial reductions in cash assistance receipt and payments in Year 3; (3) the Jobs First and AFDC groups had about the same average income in Year 3, although, consistent with the program's goals, the Jobs First group derived a greater proportion of its income from earnings; (4) the most impressive employment gains continue to be experienced by the most disadvantaged subgroup; and (5) only a small fraction of the Jobs First group received benefits continuously through the 3 years, and many of those who did worked while on welfare. A final evaluation will follow the groups for 4 years and examine Jobs First's impacts on the children of participants. (KC)

ED 456 250

CE 082 229

Sheared, Vanessa, Ed.; Sissel, Peggy A., Ed.

Making Space: Merging Theory and Practice in Adult Education.

PUB DATE- 01

NOTE- 359p.; Foreword by Phyllis M. Cunningham.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General

(020); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; *Adult Education; Adult
Learning; Adult Literacy; Blacks; Community Education;
Correctional Education; Criticism; Cultural Differences;
Cultural Influences; Diversity (Student); *Educational
Practices; *Educational Theories; Empowerment; Ethnic Groups;
Federal Programs; Females; Feminism; Global Approach; Hispanic
Americans; Inclusive Schools; Instruction; Labor Force
Development; Lifelong Learning; Literacy Education;
Multicultural Education; Postmodernism; Race; Sex; Sexual
Identity; Social Class; Teacher Student Relationship; Theory
Practice Relationship; Whites

IDENTIFIERS- Emancipatory Education; Exclusiveness Theory of
Education; *Hegemony; Marginalized Groups

This book represents the beginning dialogue and critique of
social, political, economic, and historical forms of hegemony

little below the middle of a list of countries, but it now ranks among the countries with the highest private levels of education expenditure. Recommendations were made for further investigation through sectoral analysis of the measures of price change and the methods of estimating chain volume measures, financial assistance for students by sector, the size of tax reduction provided for education expenses and donations, and the extent to which measures of expenditure can be related to other measures of output. (Contains 25 references and 10 tables.) (KC)

ED 456 265

CE 082 245

Choy, Sarojni; McNickle, Cathy; Clayton, Berwyn
Online Support for VET Clients: Expectations and Experiences.
SPONS. AGENCY- National Centre for Vocational Education Research,
Leabrook (Australia).

PUB DATE- 01

NOTE- 19p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Attitudes; Computer Security; Computer Uses in Education; Course Content; Delivery Systems; Developed Nations; "Distance Education; Educational Attitudes; Educational Improvement; "Educational Practices; Feedback; Females; Foreign Countries; Information Needs; National Surveys; Online Courses; Online Systems; Postsecondary Education; "Services; "Student Attitudes; "Student Needs; Teacher Attitudes; Technical Education; "Vocational Education

IDENTIFIERS- "Australia

Since little research existed about services for online learners in Australia, a national study was conducted to explore the expectations and experiences of online learners in the Vocational Education and Training (VET) sector. Online learners enrolled with various Registered Training Organizations (RTOs) from the VET sector were contacted for their voluntary participation in a survey to explore their expectations of services for pre-enrollment and enrollment learning, teaching, and technical support. Complete, useable responses to the survey were received from 201 students. Females made up 68 percent of the respondents, with 40 percent of the respondents over 40 years old. Other age brackets were as follows: under 20 (5X); 21-25 (12X); 26-30 (15X); 31-35 (14X); and 36-40 (15X). The survey results showed that online learners have high expectations for the following five services: (1) detailed information about what is required to complete the module or course; (2) detailed information about the courses; (3) security of personal details on the institute's database; (4) clear statements of what learners are expected to learn; and (5) helpful feedback from teachers. Key issues for RTOs to consider in order to meet students' expectations are specific professional development for teachers who are involved in online delivery; allocation of dedicated staff to support online learners; establishment of guidelines and directions for online learners and teachers; and establishment of the roles and responsibilities of learners as well as those of teachers and tutors. (Contains 41 references.) (KC)

ED 456 266

CE 082 246

framework was developed along with organizational analysis matrices in which six critical factors were framed against the theme of registered training organizations' preparedness. The GCS research approach was deemed capable of producing quality research products and highly relevant for the VET sector. The organizational analysis matrix and case study reporting framework are appended. (MH)

ED 456 262

CE 082 262

Hunter, John

Training Packages: The Scientific Management of Education.

PUB DATE- 01

NOTE- 13p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 26-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adoption (Ideas); Competence; Competency Based Education; *Educational Principles; Foreign Countries; *Industrial Training; *Instructional Materials; Job Skills; Job Training; Learning Modules; Learning Theories; Material Development; Postsecondary Education; Productivity; Skill Analysis; Skill Development; *Theory Practice Relationship; Training Methods; *Vocational Education

IDENTIFIERS- *National Training Packages (Australia); *Scientific Management; TAFE (Australia)

The theory of scientific management was established as a way to increase workers' productivity. The following are among the key principles underpinning scientific management: task simplification and division of labor boost productivity; management must control the planning of work down to its minutiae; and remuneration should be based on output. Scientific management encountered important difficulties in practice, including alienation of employees and difficulty balancing quality against the dominant theme of quantity. Several parallels can be drawn between Australia's training packages and scientific management. Like scientific management, training packages are based on the concept of performance of a limited and highly structured range of tasks. Consequently, the level of training packages' "atomization" of competencies adds to their level of complexity rather than addressing it constructively. Second, the scientific management paradigm is incompatible with "soft skills" or the affective/interpersonal domain. Deskilling and assessment of skill/knowledge is another problem area. One of the major problems with the training package concept is that it confuses education with "the material arrangements through which we seek to provide education" (namely, jobs and job descriptions). The temptation to "out quality corners" is another problem associated with training packages that stems from their reliance on the principles of scientific management. (Contains 20 references.) (MH)

ED 456 263

CE 082 263

Isbell, Meredith

The Position of Women in Production in the Process Manufacturing Industry in South Australia: Implications for VET.

PUB DATE- 01

(070), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Apprenticeships; Career Education; Developed Nations; *Education Work Relationship; Educational Benefits; Educational Change; Educational Research; Employment Opportunities; Employment Patterns; Employment Practices; *Enrollment Influences; Foreign Countries; *Job Training; Labor Market; Noncollege Bound Students; Parent Influence; Peer Influence; Postsecondary Education; *Predictor Variables; Secondary Education; *Student Educational Objectives; Teacher Education; Teacher Influence; Values; Vocational Education
IDENTIFIERS- Australia (Victoria)

A study analyzed mitigating conditions and factors that prevented the uptake of apprenticeships and traineeships among young people aged 15-19 years of age who had left school in Victoria, Australia. Data were based on a thesis completed in May 2000 involving analysis of theoretical research, observation in the field, and case study interviews with secondary school educators involved in career education and vocational education and training coordination. The range of mitigating conditions included labor market statistics that demonstrated a prejudice against youth; attitudes of parents, teachers, and students (including peer pressure); inadequate training for teachers; a general lack of understanding and appreciation of the vocational potential of apprenticeships and traineeships; and a secondary education system that provides a curriculum that is biased toward higher education, consequently serving a minority of students. Findings indicated society must recognize the potential value of apprenticeships and traineeships, and that a secondary school environment is needed that acknowledges and provides equitable rewards for students that possess skills that are not based on traditional academic abilities. (Contains 53 references.) (YLB)

ED 456 300

CE 082 280

Moodie, Gavin

Translating Practice into Research: How We Have Come To Define and Structure "Vocational" Education.

PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research to Work. Proceedings of the Australian Vocational Education and Training Research Association Conference (4th, Adelaide, South Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Education; College School Cooperation; Comparative Education; *Definitions; Developed Nations; *Educational Development; *Educational Principles; Foreign Countries; *Institutional Role; Postsecondary Education; *Role of Education; Technical Institutes; Theory Practice Relationship; *Vocational Education

IDENTIFIERS- Australia; Canada; *TAFE (Australia); United States

One possible explanation for Australia's technical and further education's (TAFE's) defensiveness in its relationship with higher education is its lack of a secure definition since its foundation by the Kangan committee. Perhaps vocational education could find its identity on another characteristic. Neither an analysis of various definitions of vocational education nor an examination of the arrangements in some states in the United States and Canadian provinces provides an

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Access to Education; Adult Education; Adult Learning; Blacks; Cultural Pluralism; Discourse Communities; *Educational Principles; *Educational Research; Equal Education; Experimenter Characteristics; Foreign Countries; Influences; Learning Processes; Learning Theories; Policy Formation; Position Papers; Postsecondary Education; Racial Attitudes; Racial Bias; Racial Differences; *Racial Identification; Reference Groups; Reflective Teaching; Researchers; Scholarly Writing; Social Change; Social Integration; Teacher Student Relationship; *Theory Practice Relationship; *Vocational Education; *Whites

IDENTIFIERS- *Australia; Knowledge Development; Radicalism; White Teachers

The issue of how the outcomes of research on vocational education and training (VET) are influenced by categories that frame thinking about research and learning was explored. Special attention was paid to the following issues: (1) the role of researchers' culture and race in identification of adult learning principles; (2) the need for researchers to pay more attention to the notion of whiteness as a way of exploring how researchers' culture and race shape their production of knowledge about VET and how whiteness shapes the development of social and public policy statements, curriculum documents, and other VET texts; and (3) the fact that many white people erroneously assume that nonwhites experience whiteness in much the same way as whites do and that many whites are therefore unable to see the effect of their whiteness on the subject of adult education. It is argued that, despite the difficulties inherent in undertaking contemporary studies about whiteness, VET researchers should write into adult education a more explicit examination of whiteness and its effects. More work is called for on the effects of whiteness as a "discursive system of pressures and constraints" on what can be achieved by programs underwritten by theories and principles formulated by whites. (Contains 20 references.) (MH)

ED 456 317

CE 082 298

Simons, Michele; Harris, Roger

Differing Realities: Staff Development in Public and Private Providers of VET.

PUB DATE- 01

NOTE- 17p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Continuing Education; Course Content; Developed Nations; *Educational Demand; Educational Needs; Educational Philosophy; *Educational Practices; Employment Practices; Foreign Countries; *Inservice Teacher Education; Mail Surveys; Postsecondary Education; Private Education; Public Education; *Staff Development; Teacher Qualifications; Teaching Methods; Telephone Surveys; *Training; *Vocational Education Teachers

IDENTIFIERS- Australia; *TAFE (Australia)

(CTE), capstones are most often found in postsecondary business, agriculture, and allied health programs. However, their emphasis on integration, experiential learning, and real-world problem solving would make capstones valuable in any CTE field. Andreason and Wu's experiential model for capstones includes the following components: (1) receive (learners receive an activity or experience); (2) relate (learners relate learned experiences to previously gained knowledge); (3) reflect (learners reflect upon their experiences and relate them to each other); (4) refine (learners further contemplate the applicability of their new knowledge and its association with their previously gained knowledge); and (5) reconstruct (learners synthesize subject-matter content and integrate it into their knowledge base). The following are among the methods commonly used in capstone experiences: case analysis; multiple role play; living cases; storytelling; and computer simulations and games. Successful capstone experiences depend on the choice of activities/methods and on the characteristics and preparation of participating students. (Contains 15 references.) (NH)

ED 456 334

CE 082 366

Imel, Susan
Adult Learners in Postsecondary Education. Practice Application Brief No. 17.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Adult Educators; *Adult Learning; *Adult Students; Blacks; *Classroom Techniques; Cognitive Style; College Students; Cultural Differences; Cultural Pluralism; Curriculum; Educational Practices; *Educational Research; Educational Theories; Higher Education; Interpersonal Relationship; Needs Assessment; *Nontraditional Students; Racial Differences; Relevance (Education); Student Attitudes; Student Characteristics; Student Educational Objectives; Student Needs; Teacher Characteristics; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship; Womens Education
IDENTIFIERS- African Americans; Knowledge Development; Reflective Thinking

Research on various facets of adult learners' experiences in postsecondary education has established the following facts: (1) instructors who help adult learners connect their real-world experiences and what they already know to what they are learning in the classroom are perceived as most helpful and motivating; (2) adult undergraduates generally view learning as a process of active engagement in constructing meaning from classroom material rather than passive reception of knowledge; (3) many adult undergraduates define success not just in terms of academic success and meeting the expectations of others but also in terms of what is important in their lives; and (4) factors related to race, class, and gender are important in shaping the academic experiences of African-American adults and women in postsecondary education. The following recommendations for practice have been offered: (1) involve adult learners in sharing and critiquing their life experiences in the classroom; (2) be sensitive to individual differences; (3) adopt curriculum that is inclusive and culturally relevant; and (4)

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Alcohol Abuse; Community Action;

Community Problems; Drinking; Driving While Intoxicated; Drug

Education; Health Education; State Legislation

IDENTIFIERS- Legal Drinking Age

Underage drinking is a major problem across the country. Many communities are trying to reduce the injuries and deaths that occur as a result of this problem. Community groups have been instrumental in working at the state level to pass stricter laws curbing underage drinking and to tighten the laws that already exist. This paper provides tips and resources to help communities undertake the needed measures to reduce alcohol and substance abuse. It contains a list of national organizations, publications, and community leaders with expertise in underage drinking. Stories of how some communities have responded to the problem are presented. (JDM)

ED 456 356

CG 031 117

Treatment. Technical Assistance Packet.

PUB DATE- 00

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055); Reference Materials - General (130)

DESCRIPTORS- Alcohol Abuse; Community Action; Community Health

Services; Counseling; Health Personnel; Health Promotion;

Illegal Drug Use; Intervention; Outcomes of Treatment; Social

Problems; Substance Abuse

Treatment is one component of a strategy to reduce substance abuse. It can include detoxification; inpatient counseling; outpatient counseling; therapeutic communities; and self help groups. Referrals can take place in settings such as emergency rooms; employee assistance programs; churches; and physicians' offices. Unmet treatment needs can cause other social problems such as crime, gang violence, and decreased productivity in the workplace. People seek treatment because of a variety of drugs, but alcohol leads all other substances as the cause of drug admissions. This paper provides a description of the 13 principles of effective treatment for substance abuse. Information is also provided on national organizations, publications, and names of community leaders with expertise in the treatment area to assist health workers in understanding the treatment needs in their community. (Contains 15 resources.) (JDM)

ED 456 357

CG 031 118

Tobacco. Technical Assistance Packet.

PUB DATE- 00

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Action; Health Promotion; Prevention;

Public Health; Smoking; Tobacco

Tobacco use remains the leading preventable cause of death in the United States, causing more than 400,000 deaths each year and

in counseling and in life. (Contains 11 references.) (JDM)

ED 456 381

CG 031 160

Coy, Doris Rhea, Ed.; Cole, Claire G., Ed.; Huey, Wayne C., Ed.;
Sears, Susan Jones, Ed.

Toward the Transformation of Secondary School Counseling.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 91

NOTE- 410p.; Out of print.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020), Information
Analyses/State-of-the-art Materials - ERIC Information Analysis
Products (071)

DESCRIPTORS- *Counseling Techniques; Counselor Role; *Counselor
Training; *High School Students; High Schools; History; *School
Counseling; Theory Practice Relationship

Despite the increased needs and numbers of high school students
requiring counseling services, counselors face a decreased
number of resources. Many counselors have adapted to this
situation by developing more effective and efficient counseling
procedures. This book provides both a vision of the
transformation of school counseling and a discussion of the
practices and programs school counselors everywhere are using
to enhance secondary school counseling. It contains articles
published in counseling journals in the late 1980s and early
1990s that pertain to these issues. Chapter 1 presents a
history of school counseling. Chapter 2 discusses counselor
education programs. Chapter 3 concerns the development of
comprehensive secondary school counseling programs. Chapter 4
considers the role of the secondary school counselor. Chapter 5
reviews the scope of the counselor's role. Chapter 6 reviews
career counseling. Chapter 7 discusses educational counseling.
Chapter 8 considers the future of secondary school counseling.
(Contains over 560 references.) (JDM)

ED 456 382

CG 031 177

Algozzine, Bob, Ed.; Kay, Pam, Ed.

Preventing Problem Behaviors: A Handbook of Successful Prevention
Strategies.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington,
DC.

PUB DATE- 02

NOTE- 280p.; Foreword by Jane Knitzer. A joint publication of the
Council for Exceptional Children and Corwin Press, Inc.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Antisocial Behavior; *Behavior Problems; *Discipline
Policy; Elementary Secondary Education; Emotional Problems;
Family School Relationship; Parent Participation; Peer
Mediation; Prevention; *Teaching Methods

IDENTIFIERS- Total Quality Education

Effective prevention programs are based on the idea that an early
response to a problem leads to better outcomes for students and
teachers. This work of strategy and practical tactics is
designed to give teachers ways to counter behavioral problems
with practices that have proven effective in all school
settings. Teachers, researchers, and professors of education
contributed practical and specific strategies on building
successful prevention programs in schools. Chapter 1 presents a

Students.
PUB DATE- 01
NOTE- 12p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Career Exploration; *Career Planning; Cooperation; High School Students; High Schools; Job Skills; *Self Supporting Students
Collaboration between secondary and post secondary schools can provide systematic, recursive assessment models that will benefit students, inform teachers, strengthen institutions, and add to the knowledge base regarding career development. This document outlines the framework used for the Academic Studies and Career Planning (ASCP) class at Valencia High School. The class is made up of seven units: Study Skills; Exploring Career Possibilities; Tech Lab Modules; Business Skills; A Day on the Job; Confident Speaking; and Can You Make Ends Meet. This program addresses many concerns in the culmination of the K-12 educational enterprise. In particular, ASCP delivers the foundation of readiness of students for making a choice between being career-bound or college-bound students. It delivers job readiness skills to all students, regardless of whether they intend to pursue work or higher education after high school. In essence, the program leverages advantage by treating all students alike. ASCP also exposes children of low-skilled occupations to a diverse cluster of high skilled occupations in the technology lab. The class functions as an extended orientation that assists students with the transition to high school. Furthermore, disenfranchised students are given a uniform message about the role of education in shaping one's future. The mission and philosophy of ASCP is to help students think differently about their career and educational choices.
(HKA)

ED 456 404

CG 031 209

White, Ruth; Kranings, Jenna
Partnerships: Integrating the Career Center and Academic Units.
PUB DATE- 01
NOTE- 7p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Career Counseling; Career Planning; *College Faculty; *College Students; *Cooperation; *Coordinators; Higher Education; Models; Program Evaluation; Program Implementation; *Student Personnel Services
IDENTIFIERS- *Colorado State University
This paper discusses the College Career Liaison (CCL) Model at Colorado State University nearly a decade after implementation. The CCL model has evolved into an effective and efficient method of delivering career services and has proved to be a method that bridges gaps within student and academic affairs; maximizes dollars; provides a stronger method of job development; and produces strong collaborative ventures among

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Comparative Analysis; Grade 4; *Instructional Effectiveness; Intermediate Grades; *Reading Achievement; *Reading Comprehension; Reading Research

IDENTIFIERS- Comer School Development Program; *Success for All Program

This study was conducted to determine whether the Success for All whole school reform model or Comer School Development Program had a significant effect on fourth graders' reading comprehension. Twelve students in experimental group A were homogeneously grouped to be taught using the Success for All whole school reform model. Twelve students in experimental group B were heterogeneously grouped and participated under the Comer whole school reform model. The study took place over a period of 18 weeks in an urban New Jersey school district. The California Achievement Test 5 (CATS) was used as a pre- and post-test instrument to measure achievement in reading comprehension. Findings suggested that both models seemed to have a positive effect on reading comprehension; however neither program produced a statistically significant difference over the other. (Contains 43 references and 2 tables of data. Appendixes contain permission letter, and the Reading Comprehension component of the CATS standardized test used in the study.) (Author/H5)

ED 456 427

CS 014 481

Donahue, Tim; Ains, Suzanne M.; Filibert, Genisius
Reading Aloud to Children: A Workshop for Parents. Facilitator's Manual.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 44p.; This manual is designed to accompany the bilingual "Reading Aloud to Children" audiotapes (CS 014 047-056).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Early Childhood Education; *Family Involvement; Models; *Parent Participation; Parent Student Relationship; Parents as Teachers; *Reading Aloud to Others; Story Reading; *Workshops

Emphasizing that reading aloud is a way to show children how to handle books and give them chances to talk about those stories, this manual provides several activities that reinforce parents' belief that they are their children's first and best teacher. The activities also reaffirm and validate their prior knowledge about reading and its benefits. The first part of the workshop manual covers some of the technical aspects of reading by having parents discuss them in their own words. The second part explores the emotional side of reading aloud. Finally, children are brought into the workshop, and parents and children sit together and read. The culminating activity capitalizes on preceding activities and provides a positive reading experience for both the parents and the children. Workshop activities can be compressed or spread out. The manual notes that the facilitator does not have to be a reading expert. The materials have been developed to elicit discussion and reflection from the parents, and not to instruct them about reading. Appendixes contain suggested icebreaker activities, overhead transparencies, an audio-guide rationale script, an informational brochure on the workshop, and a PREL Product

DESCRIPTORS- Action Research; *Feedback; Foreign Countries; Higher Education; *Poetry; *Student Educational Objectives; *Writing Instruction; *Writing Workshops

IDENTIFIERS- Australasia; Learning Environments; *Praxis

In higher education now, educators are faced with teaching students who are not seen as exceptional, in traditional academic terms--even the exceptional ones do not seem to read habitually. The paper argues that among the elements hostile to development of writers of prose might be found elements more conducive to the development of writers of poetry--and then prose. Personal experience and reflections, and those reported by students, suggest that the development of poetry writing potential carries with it improvement in some students' writing over the curriculum. This action research paper is organized into two sections: the tutor's description of the poetry writing course at Waikato Polytechnic in New Zealand, including an outline of her expectations in learning goals, followed by student feedback at the end of the course and some time after the course; and a discussion taken from personal reflections, including the more speculative as well as the ones based on readings, in response to that feedback. (Contains 21 references.) (NKA)

ED 456 449

CS 217 690

Hansen, Sally

Boys and Writing: Reluctance? Reticence? Or Rebellion?

PUB DATE- 01

NOTE- 24p.; Paper presented at the Annual Meeting of the Education Research Network (8th, Spetses, Greece, July 4-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference

Papers, "Papers Presented at..." (150)

DESCRIPTORS- Foreign Countries; High Schools; *Males; *Sex Differences; *Student Attitudes; *Writing Achievement; *Writing Attitudes; *Writing (Composition); Writing Difficulties; Writing Research

IDENTIFIERS- New Zealand

This study investigated gender differences in students' writing self-efficacy beliefs, writing attitudes, writing preferences, and gendered perceptions about writing in the New Zealand School Certificate English classroom (year 11). The aim of this study was also to identify factors which may contribute to the negative affect and poor performance of boys in writing. The results indicated a gender difference in writing attitudes, with boys reporting a higher level of negative writing satisfaction, and less writing enjoyment in the English classroom. Boys and girls reported distinct differences for their first and second preferred writing options. No significant gender differences were reported in students' self-efficacy beliefs or predicted confidence judgments to perform specific writing competencies. No significant gender differences were reported in students' perceptions about writing as an inherently gender-biased activity, and students did not perceive writing to be an inherently feminine or masculine activity. However, they did indicate an awareness of differential outcomes for boys' and girls' writing in the way in which their respective discourses were regarded and valued by others. An examination of qualitative data and frequency of response to individual target questions indicates that students expect the writing of boys and girls to be differentially valued in the English classroom and in School Certificate.

Oosterhoff, Ronda
 Heyrowitz, McLuhan, Medium Theory and Me: Why Medium Theory Needs
 To Be Taught alongside Techniques for New Communication
 Technologies.

PUB DATE- 01

NOTE- 25p.; Paper presented at the Annual Meeting of the
 Association for Education in Journalism and Mass Communication
 (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
 (120), Speeches, Conference Papers, "Papers Presented at..."
 (150)

DESCRIPTORS- *Communication (Thought Transfer); Higher Education;

*Mass Media; Teaching Methods; Technological Advancement;

*Theories

At the 2000 International Communication Association convention, a
 panel discussed nominees for a communications canon. Fully one-
 third of these were examples of medium theory, yet the only
 living author of the three medium theorists listed argues that
 this branch of thought is misunderstood and under-addressed
 (Heyrowitz, 1996). This paper includes a brief overview of
 medium theory and its key theorists and an analysis of a month-
 long focus on medium theory in a communications class at a
 midwestern college. The paper concludes with recommendations
 for teaching medium theory in the college classroom. (Contains
 4 notes and 20 references. An appendix contains a medium theory
 reading list.) (Author/RB)

Chapin, John R.
 Not Like Me: How Minority Youth Distance Themselves from Risk.

PUB DATE- 01

NOTE- 25p.; Paper presented at the Annual Meeting of the
 Association for Education in Journalism and Mass Communication
 (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
 Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Mass Media Role;

*Mass Media Use; *Minority Group Children; *Perception; Safe

Sex; Self Esteem

IDENTIFIERS- Third Person Effect

The third-person perception hypothesis posits that people believe
 others are more influenced by media messages than they are. The
 existing literature consistently documents that individuals
 make self versus other distinctions when assessing media
 effects, but not how such distinctions are made. The current
 study sought to document the self/other distinction in third-
 person perception and to assess differences in how minority K-
 12 youth separate their own personal risk from that of others.
 The procedures of the study covered education-related areas
 such as academic achievement and content-specific knowledge.
 Findings of a survey of 100 urban minority youth confirm the
 presence of third-person perception and significant self/other
 distinctions in media effects. A clear split between cognitive
 and social predictors emerged when assessing differences in
 self/other distinctions. Participants relied on cognitive

gathered during site visits and interviews is considered to a lesser extent. The assessment opens with a description of charter schools and how they were started in Pennsylvania. It describes the methodology employed to gather data and lists the questions posed by the legislation that created the charter schools. Some of the specific areas addressed by the evaluation include staffing, educational achievement, student attendance, student discipline, governance, community involvement, and financial practices. Results of the teacher, staff, student, and parent surveys are provided. Information on working conditions, expectations, school quality, and school choice is also discussed. An appendix lists the charter schools that were surveyed and their stakeholders' responses. (RJM)

ED 456 494

EA 031 090

Achilles, C. M.; Prout, Jean; Finn, J. D.; Bobbett, Gordon C.
Serendipitous Policy Implications from Class-Size-Initiated Inquiry: IAQ?

SPONS. AGENCY- Spencer Foundation, Chicago, IL.

PUB DATE- 01

NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of School Administrators (133rd, Orlando, FL, February 16-18, 2001). Part of an Ed.D. Dissertation, Eastern Michigan University, by Jean Prout. Contains small print.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110), Reports -

Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Air Pollution; Class Size; Classroom Environment; Classroom Research; Elementary Secondary Education; Health

The level of carbon dioxide in a classroom can have a significant negative effect on teaching and learning. Carbon dioxide (CO₂) level is affected by class size and time of day. Six urban schools were studied to characterize the effects of these three factors on different class sizes. Carbon monoxide, CO₂, temperature, and relative humidity readings were taken in 32 rooms in 6 buildings at approximately 90-minute intervals during the school day. Statistical analyses show a steady increase in CO₂ levels with time. Class-size and time-of-day effects are evident. All classes started approximately the same (600-700 parts per million PPM), but by day's end, the average CO₂ level for small classes was 2,836 PPM and the average for larger classes was 4,181 PPM. Study results show a direct relationship between the amount of cubic feet of air per student and classroom performance of both students and teachers. Given the deteriorating condition of many schools, the increasing numbers of students, more reports of "sick building syndrome," increasing child asthma, and claims of low test scores, these results are important in matters of school health policy and practice. This report concludes with tables and appendices providing raw data and supplementary information on indoor air quality (IAQ). (RT)

ED 456 495

EA 031 156

Haynes, Richard A.; Henderson, Catherine L.
Essential Strategies for School Security: A Practical Guide for Teachers and School Administrators.

PUB DATE- 01

NOTE- 260p.

LANGUAGE- English

(955)

DESCRIPTORS- *Academic Achievement; Board of Education Policy; Community Support; *Educational Change; *Educational Improvement; Elementary Secondary Education; School Based Management; *School Districts

Public schools across the country are aiming to improve student performance by engaging in comprehensive school reform (CSR). This guide was created to help school districts make CSR an integral part of their strategies for improving student achievement. Five components for CSR are described: (1) Strategizing, whereby the district supports CSR by setting overall standards and goals, allocating resources, and evaluating progress over time; (2) Building Support, whereby the district informs stakeholders and gains the buy-in of the community in the school-reform process; (3) Facilitating Informed Choice, whereby the district helps each school develop a comprehensive school-reform strategy that meets its needs; (4) Forging a New Compact with Schools, whereby the district gives schools increased authority to pursue reform while holding them accountable for results; and (5) Building Capacity, whereby the district creates a capacity-building system that enables each school to strengthen teaching, learning, and leadership. Each of these components begins with a set of practical Action Steps, Action Questions, and Action Tools for exploring, reflecting upon, and organizing actions. A number of assessment tools are included to help in identifying how the district stands relative to the five components and in pinpointing areas in which the district needs immediate attention. (RT)

ED 456 514

EA 031 187

School Violence Prevention and Response.

PUB DATE- 01

NOTE- 29p.; H. Carl McCall, State Comptroller. Major contributors to this report are Jerry Barber, Brian Mason, Tom Trypuc, Tom Kulzer, Todd Seeberger, Legendre Ambrose, Jeffery Dormond, Cynthia Herubin, Ira Lipper, and Nancy Varley.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Audits (Verification); Elementary Secondary Education; Government Publications; Planning; Police School Relationship; *Prevention; Public Schools; School Community Relationship; *School Safety; State Boards of Education; State Departments of Education; State Legislation; *Violence IDENTIFIERS- *New York

This audit report addresses whether New York school districts have established comprehensive school safety plans and completed necessary violence-prevention and response steps, and whether the New York State of Board of Education and State Education Department provided sufficient monitoring over school districts' efforts to keep schools safe from student violence. The audit indicates that many school districts have not yet formalized such plans. Responses from some districts indicated variation in the inclusion of key plan components and in the extent that they were implementing violence prevention and response steps that support comprehensive school safety plans. Audit recommendations include developing and implementing monitoring capability to ensure compliance with the Safe Schools Against Violence Act and submission of safety plans to the New York Police Department by filing deadlines and in approvable form. Department officials agree with the recommendations and indicate that steps have been or will be

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Academic Achievement; *Educational Discrimination;
Educational Policy; Educational Practices; Educational
Research; Elementary Secondary Education; Equal Education;
Foreign Countries; *Politics of Education; *Self Concept;
*Social Differences; *Track System (Education)

IDENTIFIERS- *England

This paper explores social-class consciousness and how it relates to education policy. Through autobiographical narrative, the paper examines how an original working-class background determined which route to follow in public education in post-World War II England and how that education molded her social identity and consciousness as a working-class person. The combination of historical context and intellectual self-inquiry portrays a social system that effectively uses education to continue itself at the social and political levels. These practices were (and still are) embodied in streams (tracks) that categorize students into potential candidates for grammar, secondary-modern, or technical schools. Stream placement is done through the 11-plus test (an IQ examination). Upon leaving school, the graduate would bring all the perceptions and notions of class into society whereby the system is promulgated through continued flawed policy. Educational research can identify, interrogate, and shed light on these practices, knowledge of which can contribute to improving the policymaking process. The paper ends by inquiring into the social and political value of educational research, its impact on educational policy, and how it should be effectively communicated to the proper audience. (Contains 33 references.)
(RT)

ED 456 534

EA 031 224

Goertz, Margaret E.
Comprehensive School Reform and School-Based Budgeting in New Jersey.

PUB DATE- 01

NOTE- 25p.; Paper presented at the Annual Meeting of the American Education Finance Association (26th, Cincinnati, OH, March 22-24, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Budgeting; *Educational Change; Elementary Secondary Education; Federal Courts; *Resource Allocation; *School Based Management; State Action; State Courts

IDENTIFIERS- *New Jersey; *Reform Efforts; Supreme Court

In 1998, the New Jersey Supreme Court directed schools in 30 poor urban districts to adopt a comprehensive school reform program by the 2000-2001 academic year. Part of this program involved delegating resource-allocation decisions to the school level, thereby increasing schools' effectiveness and productivity by bringing the perspectives of parents and school personnel into the decision-making process. A study was done to examine the implementation and consequences of school-based budgeting in the first 2 years of whole-school reform (1998-99 and 1999-2000). Schools were sampled in two reform cohorts: 32 schools in Cohort One, 26 schools in Cohort Two. School, district, and state department of education personnel were interviewed (approximately 280 individuals); questionnaires were sent to all teachers in the 57 study schools; and school-based budgets

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- *Child Development; Elementary Education; Foreign
Countries; Individual Development; Individual Differences;
School Effectiveness; *School Readiness; *Student Needs

IDENTIFIERS- *Estonia; *Reform Efforts

School readiness encompasses two different terms in Estonia: school maturity and school readiness. School maturity involves stages in growth a child experiences up to a certain level of development. School readiness involves that point in development at which a child is ready to enter school. Because children develop at different rates, ways should be found that allow pupils to develop in their own ways and in accord with their ability. Consequently, schools should take more responsibility in meeting children's individual needs; in other words, they should be ready to accept a heterogeneous student body and adjust teaching methods accordingly. Teachers can be trained in the fields of child development and teaching methodologies so they can notice difficulties and strengths of individual pupils, evaluate problems, and apply an appropriate teaching solution. Instruction should be challenging but not frustrating. Instilling motivation to learn should be among teachers' goals. Different learning profiles (styles) need to be recognized. The classroom environment should be tolerant and supportive of different and divergent opinions and critical analyses, so learners can come to understand that their opinions are valued. Teaching social norms and self-control should also be included in the curriculum. (Contains 32 references.) (RT)

ED 456 554

EA 031 256

Laine, Sabrina W. M., Ed.; Ward, James G., Ed.
Using What We Know: A Review of the Research on Implementing
Class-Size Reduction Initiatives for State and Local
Policymakers.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 90

NOTE- 187p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *Class Size; *Cost Effectiveness; Educational
Policy; Elementary Secondary Education; Labor Market; Public
Schools; Teacher Effectiveness; Teacher Salaries

This book contains a collection of essays involving new research on class-size reduction. Six chapters include: (1) "Reducing Class Size in Public Schools: Cost-Benefit Issues and Implications" (John F. Witte); (2) "Making Policy Choices: Is Class-Size Reduction the Best Alternative?" (Doug Harris and David M. Plank); (3) "Smaller Classes, Lower Salaries? A Study of the Effects of Class Size on Teacher Labor Markets" (Eric Hanushek with Javier Luque); (4) "Smaller Classes, Better Teaching? Effective Teaching in Reduced-Size Classes" (John Zahorik and others); (5) "Implementing a Class Size Reduction Policy: Barriers and Opportunities" (Ray Legler); and (6) "Implications of Class-Size Reduction Research for Practice and Policy" (James G. Ward and Sabrina W.M. Laine). The book ends with an annotated selection of books, journal articles, and Web sites. (RT)

ED 456 555

EA 031 258

Relative to students in other countries, American students do well at elementary level and later lag behind. Students are becoming more ethnically diverse. By 2010, immigrants' children are expected to account for one in five of students. In the new economy, college degrees and computer skills are in demand. Just as imperative is the ability to work independently, to think critically, to communicate effectively, and to function as part of a team. Students and their achievement should be at the core of curriculum and accountability measures. Redesigning public education requires rethinking longstanding practices and recognizing that the traditional beginnings and endings of formal schooling have grown irrelevant. Schools should provide extensive high-quality learning opportunities to children before kindergarten. Education should no longer use the look-step method of student promotion since learning and advancement move at various paces. Transition between levels, from prekindergarten to university, should be smooth. Having enough high-quality teachers to accomplish all of this is imperative. Teachers educate to give facts, understanding, and power to observe the world, as well as to enrich citizenship and cultural awareness. In the future, education will have to become more customized to reach these goals. (Author/RKJ)

ED 456 574

EC 308 381

Renzulli, Joseph S.; Richards, Susannah
Addressing the Needs of Gifted Middle School Students.

Practitioners' Guide A0023.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 00

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Acceleration (Education); *Cluster Groupings; *Educational Strategies; Elementary Secondary Education; *Enrichment Activities; *Gifted; *Middle School Students; Middle Schools; Portfolio Assessment; Program Design; Program Implementation; Special Programs; Student Needs; Talent Development; Teaching Models

IDENTIFIERS- Curriculum Differentiation; *Schoolwide Enrichment Model

This pamphlet discusses the benefits of using the Schoolwide Enrichment Model (SEM) for providing numerous enrichment and acceleration alternatives that are designed to accommodate the academic strengths, interests, and learning styles of all middle school students, including gifted students. It explains the different components of SEM including the Total Talent Portfolio, a vehicle for systematically gathering, recording, and using information about students' abilities, interests, and learning style preferences. Curriculum modification techniques that are used in the SEM are then described and include adjusting the pace and level of required material to accommodate variations in learning and providing enrichment and acceleration alternatives for students who have, or can, easily master regular material faster than the normal pace. The use of enrichment clusters for non-graded groups of students who share common interests and come together to pursue these interests during specially designated time blocks is also explained, along with types of enrichment clusters and cluster goals. (CR)

Sprigle, Stephen, Ed.
Spotlight on Technology. Proceedings of the RESNA '99 Annual
Conference (Long Beach, California, June 25-29, 1999). Volume
19.

PUB DATE- 99

NOTE- 480p.; For volume 21, see EC 308 576.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Accommodations (Disabilities); Adolescents;
Adults; *Assistive Devices (for Disabled); *Augmentative and
Alternative Communication; Children; *Computer Uses in
Education; Delivery Systems; *Disabilities; Distance Education;
Educational Environment; Elementary Secondary Education;
Evaluation Methods; Inservice Education; *Mobility Aids;
Outcomes of Treatment; Physical Disabilities; Public Policy;
*Rehabilitation Programs; Technology; Wheelchairs

This book contains the proceedings of the annual RESNA
(Association for the Advancement of Rehabilitation Technology)
conferences, which focused on technology and individuals with
disabilities. Papers and presentations are grouped into the
following nine major categories: (1) assistive technology and
cognitive disabilities; (2) augmentative and alternative
communication (AAC), which includes "Joint Attention and Young
Children Relying on AAC: Research Implications for AAC
Intervention" (Cynthia J. Cross); (3) computer access and use,
which includes "Computer Access Considerations for Primary-
School-Age Users" (Yuichi Tamano); (4) environmental
adaptations, modification, and design; (5) functional control
and assistance, which includes "Intramuscular Functional
Electrical Stimulation To Augment Walking in Children with
Cerebral Palsy" (Rick Finson and others), "The Implementation
of an Upper Extremity Neuroprosthesis in Growing Children with
C5 Level Spinal Injury" (Brian T. Smith and Randal R. Betz),
and "Totally Implanted FES for Upright Mobility in an
Adolescent with Paraplegia" (Theresa E. Johnston and others);
(6) public policy and assistive technology education, which
includes "Barriers to Effective Preservice and Inservice
Distance Education in Assistive Technology" (Al Cavalier); (7)
quantifying function and outcomes, which includes "Assistive
Technology Outcomes in the Schools: Identifying a Valid
Measure" (Michelle Kaye Silverman and others); (8) seating and
mobility; and (9) service delivery and technology for special
populations. The book includes papers from the fifth annual
research symposium that address the medical, functional, and
psychosocial consequences of aging with a disability and the
impact on future needs for assistive technology. Presentations
from the student design competition and the student scientific
paper competition are also included. (Papers include
references.) (CR)

ED 456 594

EC 308 576

Simpson, Richard, Ed.
The AT Odyssey Continues. Proceedings of the RESNA 2001 Annual
Conference (Reno, Nevada, June 22-26, 2001). Volume 21.

PUB DATE- 01

NOTE- 443p.; For volume 19, see EC 308 577.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Accommodations (Disabilities); Adolescents;
Adults; *Assistive Devices (for Disabled); *Augmentative and
Alternative Communication; Autism; Case Studies; Children;

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Assistant Principals;
*Attitude Change; Beliefs; *Disabilities; *Educational Change;
Educational Innovation; Elementary Secondary Education;
*Inclusive Schools; Principals; *Regular and Special Education
Relationship; Special Education

This report discusses the outcomes of a study that sought to explore and discover how school administrators perceive the inclusion of children with disabilities into general education classrooms and what administrative processes they perceive are necessary to achieve inclusion in the context of restructuring. Nineteen administrators from four mid-sized school districts that formed a large metropolitan area were interviewed, including fourteen school principals, four assistant principals, and one special education administrator. Unlike theories that describe organizations as systems that gain strength in the interrelatedness of components, administrators described education as a series of categorical programs and/or parts that fall along a broad continuum. For these administrators, the parts of the educational systems are adversarial and compete among themselves, with special education taking up a significant part of the education budget of school systems. Administrators viewed inclusion through a restructuring lens with its focus on changing how schools are organized rather than on the beliefs, values, and principles underlying current categorical structures. This view was shared by central administration bureaucracies which, although they mandate inclusion, do not relinquish their power to schools. Recommendations for change are made. (Contains 59 references.) (CR)

ED 456 613

EC 308 599

Schlitz, Molly E.; Schlitz, Susan C.
Using Direct Teaching and Cooperative Learning To Improve the Social Skills of Students Labeled as Having Moderate Cognitive Delays.

PUB DATE- 01

NOTE- 61p.; Master of Arts Action Research Project, Saint Xavier University and IRI/Skylight Professional Development Field-Based Master's Program.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Action Research; *Curriculum Design; Elementary Secondary Education; Instructional Effectiveness;
*Interpersonal Communication; *Interpersonal Competence;
*Learning Activities; *Mental Retardation; *Social Development
IDENTIFIERS- *Social Skills Training

This report describes a program implemented to improve the social skills of students with moderate to severe cognitive delays. The targeted population consisted of five elementary-aged students at site A and five high school-aged students at site B, both Chicago Public Schools. Analysis of probable cause data revealed that social skills issues could be broken down into four categories that included the nature of the students' disabilities themselves, which led to delays and difficulties in communicating their wants, needs, and intentions because of poor speech production. A review of the solution strategies suggested by the professional literature and analysis of the problem resulted in the development of a five-step intervention process. This intervention included gathering baseline data to help identify targeted social skills and determine level of functioning. Targeted skills included the ability to follow

educators and citizens might ask. The book examines six perspectives or ways to think about school safety, ranging from the educational and psychological to the organizational, political, cultural, and design-based. Also covered are issues involving costs and benefits of behavioral incentives, the disciplining of students in special education, the merits of zero-tolerance policies, and the proper locus of accountability regarding school safety. The concluding chapter examines some of the lessons that have been learned from the last half century's efforts to safeguard schools. The appendix contains a comprehensive list of the seven school safety standards and specific recommendations related to each. (Chapters contain references.) (GR)

ED 456 636

EF 006 000

Maine School Library Facilities Handbook.

PUB DATE- 89

NOTE- 38p.; Produced by the Maine Association of School Libraries Facilities Committee. Contains cropped text.

LANGUAGE- English

EDRS Price- MF01/PC92 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14)

DESCRIPTORS- Accessibility (for Disabled); Elementary Secondary Education; *Facility Guidelines; Public Schools; School Community Relationship; *School Libraries

IDENTIFIERS- *Maine

This handbook provides guidance to school library specialists and architects for planning new or renovated library facilities that will meet the changing resource and technology needs of students and the community. An overview is provided of the essential library areas, including layout, structural, and climate control needs; the internal communication networks of the library facility; and considerations involving the Americans with Disabilities Act. The handbook also presents data tables comparing library areas for different school population sizes. It also offers detailed descriptions of essential areas, highlights expert advice from the facility planning and design field, and lists new and retrofitted school library facilities in Maine that are recommended for visits. Appendices present information on planning for accessibility and calculating shelving requirements. A glossary is included as well as a list of print resources to assist in library planning. (GR)

ED 456 637

FL 026 020

Minguet, Maria Luisa Garcia; Baidak, Mathelie; Harvey, Angelika
Foreign Language Teaching in Schools in Europe and Profile
of...Foreign Language Teaching in Schools in Europe.

SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education and Culture.

PUB DATE- 01

NOTE- 568p.; Written with Teresa Longo. Paul Holdsworth, European Commission, DG Education and Culture (Chapter 6). Part of European Year of Languages 2001.

LANGUAGE- English

EDRS Price- MF02/PC23 Plus Postage.

PUB TYPE- Books (010), Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Development; Language Attitudes; *Language Maintenance;

(Dennis A. Preston); "Getting Serious about Language Play: Language Play, Interlanguage Variation, and Second Language Acquisition" (Elaine Terone); "Oppositional Talk and the Acquisition of Modality in L2 English" (Tom Salsbury and Kathleen Bardeci-Harlig); "The Acquisition of Negative Responses to Experience Questions in Indonesian as a Second Language by Sojourners in Naturalistic Interactions" (Margaret A. Dufon); "Acquiring Russian Tense-Aspect: Opaque Input for L2 Learners" (Adam P. Leary); "Models of L2 Phonological Acquisition" (John Archibald); "Long-Term Immersion and Access to UG" (Naomi Boletini); "Why Morphology is Syntax: Determiner Features and Complex DPs in Interlanguage Production" (Christiane Bongartz); "The Parameter of Aspect: Evidence from the Second Language Acquisition of Spanish" (Kimberly L. Gesslin); "The Status of IP and CP in Child L2 Acquisition" (Yumi Kakazu and Usha Lakshmanan); "Nondirect Object Agreement in Second Language Spanish of Southern Quechua Speakers" (Susan E. Kait); "Trying To See the Unaccusative Forest in Second Language Acquisition" (Hiroyuki Oshita); "Picture Truth Value Judgment Task and L2 Knowledge of Reflexives" (Larissa Zerketskaia); "Thirty Years of Input (or Intake, the Neglected Sibling)" (Bill Van Patten); "The Neurocognitive Foundation of Second Language Speech: A Proposed Scenario of Bimodal Development" (Debra M. Hardison); "Exploit and Incidental Instruction and Learner Awareness" (Eric Hauser); "Input, Output, and Negotiation: Conditions for Second Language Development" (Rita Elaine Silver); "Writing Strategies Revisited: A Case of Non-Cognate L2 Writers" (Yukio A. Matsuda, Eriko Soeda); "Direct vs. Translated Writing: Strategies for Bilingual Writers" (Amanda W. Brooks-Carson, Andrew D. Cohen); "Strategies for Learning Classifiers" (Jenny Yi-chuan Kuo); "Listening Responses in Japanese and U.S. English: Gender and Social Interaction" (Mitsuko Furo); "Second Language Acquisition in Terms of Autobiographic Narratives" (Udo Gmn). (KFT)

ED 456 656

FL 026 883

Hammond, Robert M.

The Sounds of Spanish: Analysis and Application (with Special Reference to American English).

PUB DATE- 81

NOTE- 431p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reference Materials -

Vocabularies/Classifications (134)

DESCRIPTORS- Acoustics; Articulation (Education); Articulation (Speech); Consonants; *Dialects; Grammar; Intonation; *Linguistics; Native Speakers; Phonetics; *Phonology; Pronunciation; Pronunciation Instruction; Second Language Instruction; *Second Language Learning; *Spanish; Speech Acts; Syllables; Syntax; Vowels

This book is intended to be an introduction to the sound system of the Spanish language. The book is descriptive in nature and presents a true picture of the language as it is spoken by native speakers from a wide variety of dialect zones. The book is divided into five parts and 25 chapters. Part one, "Phonetics and Phonology," includes the following seven chapters: "The Study of Sounds and Systems"; "Phonetic Transcription"; "Speech Pronunciation and Acoustic Phonetics"; "Articulatory Phonetics: Vowels"; "Articulatory Phonetics: Consonants"; "The Five Families of Sounds"; and "The Phoneme." Part two, "Spanish Vowels and Syllables," includes the following four chapters: "The Spanish Vowels"; "The Spanish Glides /y/ and /w/"; "The

NOTE- 397e.; For the "Draft Cohort Default Rate Guide" for fiscal year 1999, see ED 447 778. For the "Official Cohort Default Rate Guide" for fiscal year 1997, see ED 434 554.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (655)

DESCRIPTORS- Educational Finance; *Federal Programs; Higher Education; *Loan Default; *Student Financial Aid; Student Loan Programs

IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program

This guide is designed to assist schools with their Federal Family Education Loan Program (FFEL) and the William D. Ford Federal Direct Loan (Direct Loan) Program cohort default rate. The guide is a reference tool in understanding cohort default rates and processes. This guide incorporates two former guides, the "Draft Cohort Default Rate Guide" and the "Official Cohort Default Rate Guide," which previously were published separately. It also incorporates new regulations that became effective on July 1, 2001, is redesigned so that future changes can be handled by sending out supplements, and adds strategy and reference sections. Following Part 1, an introduction, Part 2 consists of six chapters. Five cover calculating cohort default rates, their effects, the loan record detail report, changes in status and evasion, and Department offices and addresses. The final chapter contains the tools to assist a school in reading a loan record detail report and detailed repayment information. Part 3, "Strategy," contains three chapters that deal with school cohort default rate strategies, data manager cohort default rate strategies, and various strategy-related tools. Part 4 discusses challenges, adjustments, and appeals in 11 chapters. An appendix contains relevant sections of the "Code of Federal Regulations." (Contains 118 figures.) (GLD)

ED 456 680

HE 034 231

Liang, Chris; Sedlacek, William
Attitudes of White Student Services Practitioners toward Asian Americans: Research and Recommendations. Research Report.

PUB DATE- 88

NOTE- 19p.; Some text is missing.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Asian Americans; Attitude Measures; *Attitudes; *College Students; Higher Education; Minority Groups; *Racial Discrimination; Student Personnel Services; *Student Personnel Workers; White Students

IDENTIFIERS- *Model Minority Thesis; *Situational Attitude Scale (Sedlacek and Brooks); University of Maryland College Park

Using a revised version of the Situation Attitude Scale (W. Sedlacek and G. Brooks, 1989), the attitudes of White student services practitioners toward Asian Americans were explored to determine if White student affairs practitioners at the University of Maryland differed in their attitudes in situations where a student's race was specified as Asian American and in situations in which race was not specified. Multivariate analysis of variance (MANOVA) was used to analyze the data, scale responses of 59 student affairs professionals. Results indicated that the attitudes of White student affairs

College; Retrenchment; Tables (Data); *Tuition
 Data from several sources, including annual surveys by the College Board, show that the robust economy of recent years relieved pressure on institutions to increase their tuition and fees, but current budget constraints may result in increased tuition and fees for students. The rate of increase in tuition and fees at public four-year institutions grew at a slightly higher rate in 2000-2001, even though that rate remained below the average increase of the previous decade. Room and board charges increased at a rate of 5.8% for 2000-2001. Over the past few years, the cost of attending college as a percentage of family income has stabilized, but the relative cost of attendance remains high for low-income families. Financial aid to postsecondary students in the United States increased approximately 4% in constant dollars between 1996-1999 and 1999-2000, growing to \$60.4 billion. State policy education appropriations rose in 1999-2000, and the rise in appropriations, paired with continued moderation in tuition/fee increases, underscored the inverse relationship between these two factors. The arrival of a new federal administration, new governors and state legislators, and changing fiscal conditions offer a window of opportunity for considering important questions related to college financing and tuition policy. Two appendices contain lists of student charges at selected institutions belonging to the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges. (Contains 10 tables and 32 endnotes.) (SLD)

ED 456 701

HE 034 258

State Minimum Core Curricula: Arkansas Institutions of Higher Education.
 PUB DATE- 01
 NOTE- 92p.
 LANGUAGE- English
 EDRS Price- MF01/PC04 Plus Postage.
 PUB TYPE- Reference Materials - Directories/Catalogs
 (132), Reports - Descriptive (Program/Project Descriptions) (141)
 DESCRIPTORS- *College Credits; College Students; *Core Curriculum; *Degree Requirements; Higher Education; *State Colleges; State Legislation; *State Standards; *Transfer Students
 IDENTIFIERS- *Arkansas
 State minimum core curricula for two-year and four-year colleges and universities have been approved by the Arkansas Board of Higher Education. Within the framework of the State Minimum Core, each state institution is required to propose 35 semester/credit hours from its institutional general education core to be recognized for purposes of the state minimum. The total general education degree requirements at each institution may exceed the state minimum requirements. Each state institution is required to accept for transfer and apply toward requirements for any baccalaureate degree parts of any other state institution's state minimum core presented by transfer students, if successfully completed. This document also contains a list of transfer officers for each state institution of higher education. The state minimum core requirements include credits in English/Communication, Mathematics, Science, Fine Arts/Humanities, and Social Studies. The revised minimum core curricula are listed for 9 four-year institutions and 23 two-year institutions. (SLD)

ED 456 702

HE 034 259

"International Labor Review" between 1995-2000 on many dimensions of women, gender, and work. Part I is an introduction called "Women, Gender, and Work--An Overview" (Martha F. Loutfi), sets the framework in terms of the value of work, rights, and goals. Part II on concepts and values, has these three articles: "New Perspectives on Work as Value" (Dominique Meda); "Works and Rights" (Amartya Sen); and "Women and Equality: The Capabilities Approach" (Martha Nussbaum). Part III, with these nine articles, addresses what is known through statistics and information: "Gender Issues in Labor Statistics" (Adriana Mata Greenwood); "The Enduring Debate Over Unpaid Labor" (Lourdes Beneria); "Data on Race, Ethnicity, and Gender: Caveats for the User" (Carolyn Shaw Bell); "Theories of Occupational Segregation by Sex: An Overview" (Richard Anker); "Differences in Occupational Earnings by Sex" (Derek Robinson); "Occupational Segregation by Sex in Nordic Countries: An Empirical Investigation" (Helina Melkas, Richard Anker); "Part-Time Work: Solution or Trap?" (Patrick Bolle); "Women in Management: Closer to Breaking through the Glass Ceiling?" (Linda Wirth); and "Sex-Specific Labor Market Indicators: What They Show" (Sara Elder, Lawrence Jeffrey Johnson). The seven articles in Part IV deal with what quality requires from objectives and policy: "Assessing Equal Opportunities in the European Union" (Janneke Plantinga, Johan Hansen); "The Family, Flexible Work, and Social Cohesion at Risk" (Martin Carnoy); "Assigning Care: Gender Norms and Economic Outcomes" (M.V. Lee Badgett, Nancy Folbre); "Parental Leave" (Patrick Bolle); "Labor, Gender, and the Economic/Social Divide" (Julie A. Nelson); "Women, Men and Management Styles" (Marie-Therese Claes); and "Equal Treatment, Social Protection and Income Security for Women" (Linda Luokhaus). Part V contains these three articles on the role of law: "Affirmative Action in Employment: Recent Court Approaches to a Difficult Concept" (Jane Hodges Aeberhard); "Supranational Action Against Sex Discrimination: Equal Pay and Equal Treatment in the European Union" (Ingeborg Heide); and "Sexual Harassment in Employment: Recent Judicial and Arbitral Trends" (Jane Hodges Aeberhard). Appendixes include contributor notes and annotated lists of chapters in French and Spanish. (YLB)

ED 456 219

CE 082 155

Johnson, Alice H.
Changing Skills for a Changing World: Recommendations for Adult Literacy Policy in Aotearoa/New Zealand. Occasional Paper Series.

PUB DATE- 00

NOTE- 116p.; Sponsored by the Ian Axford (New Zealand) Fellowships in Public Policy. Support also provided by Skill New Zealand and the Industry Training Federation. Produced by the Labour Market Policy Group.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Case Studies; Competency Based Education; Developed Nations; *Educational Benefits; Educational Change; Educational History; Foreign Countries; *Learning Motivation; *Literacy Education; National Programs; Program Implementation; Reading Skills; *Workplace Literacy

IDENTIFIERS- *New Zealand

This report summarizes issues facing New Zealand's modern adult literacy movement and places it in the context of the rapidly changing skill demands of the 21st century. Part I introduces

Williams); "All the World's a Stage: Comparative Models of International Education" (Archibald M. Fleming); "How to Plan for Retirement" (Debbie Cox-Bell); "How to Develop and Delivery Non-Credit Web-Based Courses" (Susan Elkins, Joyce Wilkerson); "How to Create Profitable Conferences" (Helena Douglas); "Developing Creative Adult Student Services and Programs" (Lois Maonamara); "How to Promote Adult Student Persistence" (Walter Pearson); "Negotiating to Win-Win" (Jay Halfond); "Business Literacy: Making Sense of Financial Statements and Terminology" (Dan Dowdy); "Collaborating for Research" (Raymond W. Campbell); "How to Design a Web Page" (Natalie Thurmond); "How to Design and Deliver a Completely On-line Class" (Robert Stokes); "Academic Advising: Hot Issues and Current Strategies" (Raymond W. Campbell, Heather A. Blackburn); and "Accelerated Degree Programs: Doing 60 mph in a 20 mph Zone!" (Honour Moore, Rob Willey, John Kokolus). Part 3 consists of documents generated during the ACHE business meeting and appendixes listing members of various ACHE networks and committees. (MH)

ED 456 235

CE 082 192

Distance Learning 2000: Proceedings of the Annual Conference on Distance Teaching & Learning (16th, Madison, Wisconsin, August 2-4, 2000).

PUB DATE- 00

NOTE- 494p.; William Winfield was conference chair.

LANGUAGE- English

EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Accessibility (for Disabled); Accreditation (Institutions); Adult Education; Agricultural Education; Bachelor's Degrees; Business Administration; Clinical Experience; "Computer Mediated Communication; Computer Simulation; Computer Uses in Education; Continuing Education; Course Evaluation; Cultural Influences; Curriculum Design; Developed Nations; "Distance Education; Educational Environment; Educational Television; Elementary Secondary Education; "Faculty Development; Foreign Countries; General Education; Higher Education; Human Factors Engineering; "Instructional Design; Instructional Materials; Internet; Learning Strategies; Masters Degrees; Multimedia Instruction; Online Courses; Peer Relia Copyright Law 1976; Hong Kong; Louisiana; Video Teleconferencing; Virtual Classrooms; Web Based Instruction

IDENTIFIERS- Copyright Law 1976; Hong Kong; Louisiana; Video Teleconferencing; Virtual Classrooms; Web Based Instruction
These proceedings contain 75 papers from information sessions that address important human factors in distance education from several perspectives, including implementation planning, management and policy, instructional design, teaching methods, faculty development, learning environments, learner supports, and evaluation. Among the papers are: "Best Practices in Strategic Planning and Implementation" (Abbiatti, Decuir); "Who's on the Line?" (Adria, Houdstra); "Creating a Virtual Learning Community" (Ahearn, Blunt); "Don't Just Have Talking Heads" (Allers, Hays); "Learning Strategies Used by Distance Education Students" (Ally); "State Educational Institutions Granted Immunity for Patent and Trademark Infringement" (Armata); "Shifting from Resident to Synchronous Web-Based Training" (Arnold, Palmore); "Accrediting General Education in Distance Learning Bachelor's Degree Programs" (Baker, Lucas); "How to Correlate Multi-Media Presentations with Interactive Student Guides" (Barnes, Clark); "Conversion of an Intensive Clinical-Based On-Campus Program to a Web-Based Distance

operating in the adult education field. Twenty-three chapters are grouped into five sections. Section I, Deconstructing Exclusion and Inclusion in Adult Education, offers a dialogue on hegemony and critiques the philosophical, sociolinguistic, and historical foundations of the field that have made issues of class, race, ethnicity, gender, and sexual orientation invisible in the current mainstream adult education literature. The first five chapters are: "Opening the Gates: Reflections on Power, Hegemony, Language, and the Status Quo" (Sissel, Sheared); "Incorporating Postmodernist Perspectives into Adult Education" (Memphill); "Challenging Adult Learning: A Feminist Perspective" (Flannery, Hayes); "Talking About Whiteness: 'Adult Learning Principles' and the Invisible Norm" (Shore); and "An Invisible Presence, Silenced Voices: African Americans in the Adult Education Professoriate" (Smith, Colin). Part II addresses the function of adult learning within certain important social and historical movements and phenomena. The next five chapters are: "African-American Market Woman: Her Past, Our Future" (Smith); "Creating an Intellectual Basis for Friendship: Practice and Politics in a White Women's Study Group" (Hugo); "Northern Philanthropy's Ideological Influence on African-American Adult Education in the Rural South" (Chapman); "Struggling to Learn, Learning to Struggle: Workers, Workplace Learning, and the Emergence of Human Resource Development" (Sohled); and "Role of Adult Education in Workplace Ageism" (Liu, Rees). Part III poses critical questions about the adult basic education context in four settings: "Communities in the Classroom: Critical Reflections on Adult Education in an Appalachian Community" (Bingman, et al.); "Education, Incarceration, and the Marginalization of Women" (Baird); "Adult Basic Education: Equipped for the Future or for Failure?" (Amstutz); and "Teaching as Political Practice" (Bounous). Five chapters in Part IV focus on culture and its influence on learning processes, settings, and outcomes: "African-American Women of Inspiration" (Brown); "Through the Eyes of a Latina: Professional Women in Adult Education" (Marcano); "By My Own Eyes: A Story of Learning and Culture" (Harper); "Using Queer Cultural Studies to Transgress Adult Educational Space" (Grace); and "Feminist Perspectives on Adult Education: Constantly Shifting Identities in Constantly Changing Times" (Tisell). Part V challenges adult educators to critically examine their aims and agendas in four chapters: "Between a Rock and a Hard Place: Confronting Who 'He' Are" (Childs); "Technologies of Learning at Work: Disciplining the Self" (Garriok, Solomon); "Political Economy of Adult Education: Implications for Practice" (Jeris); and "What Does Research, Resistance, and Inclusion Mean for Adult Education Practice? A Reflective Response" (Sheared, Sissel). An index and contributor notes are appended. (YLB)

ED 456 251

CE 082 230

Vaske, Joann M.
Critical Thinking in Adult Education: An Elusive Quest for a Definition of the Field.
PUB DATE- 01
NOTE- 260p.; Doctor of Education Dissertation, Drake University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; *Critical Thinking; Educational Attitudes; Educational Needs; Educational Practices; *Educational Principles; *Graduate School Faculty; Higher Education;

Clayton, Berwyn; Booth, Robin; Roy, Sue
Maximising Confidence in Assessment Decision-Making: A
Springboard to Quality in Assessment.

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To
Work. Proceedings of the Australian Vocational Education and
Training Research Association (AVETRA) Conference (4th,
Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Competency Based Education;
Developed Nations; *Educational Assessment; Educational
Certificates; Foreign Countries; *Interrater Reliability;
Minimum Competency Testing; Postsecondary Education; *Quality
Control; School Business Relationship; Secondary Education;
Student Certification; *Student Evaluation; Test Reliability;
*Test Validity; *Vocational Education

IDENTIFIERS- *Australia; Australian Recognition Framework;
National Training Packages (Australia)

The introduction of training packages has focused attention on
the quality of assessment in the Australian vocational
education and training (VET) sector on the quality of
assessment. For the process of mutual recognition under the
Australian Recognition Framework (ARF) to work effectively,
there needs to be confidence in assessment decisions made by
Registered Training Organizations (RTOs). The issues of quality
and consistency in assessment have become central to the
development of the VET system. Quality assurance of all aspects
of assessment is crucial for the protection of assessors and
all other stakeholders in the process. Criteria for quality
assurance are use of qualified assessors; established
validation; feedback; appeals and verification processes;
industry-endorsed assessment guidelines; and provision of
industry audit of the assessment process. ARF requirements that
all RTOs must meet to obtain and maintain registration are to
be changed substantially in 2001, reflecting the national
concern with consistency and quality. A comprehensive approach
identifies strategies to assure quality for all key aspects of
assessment, but particularly recognizes the vital role of
assessors and the need for their participation in validation
activities and continued professional development. (Contains 15
references.) (VLB)

ED 456 267

CE 082 247

Clements, Andrew; Spears, Geoff
Development of an Industry Training Strategy for the Abattoir
Industry in New South Wales.

PUB DATE- 01

NOTE- 8p.; In: Research to Reality: Putting VET Research To Work.
Proceedings of the Australian Vocational Education and Training
Research Association (AVETRA) Conference (4th, Adelaide,
Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Adult Education; Agricultural Education; Change
Strategies; *Curriculum Development; Developed Nations; Food
Processing Occupations; Foreign Countries; *Material

NOTE- 20p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Apprenticeships; Cultural Differences; Cultural Pluralism; *Education Work Relationship; *Educational Needs; *Employed Women; Employer Employee Relationship; Employment Level; *Employment Patterns; Employment Problems; Equal Education; Equal Opportunities (Jobs); Foreign Countries; Job Training; Literature Reviews; *Manufacturing Industry; Needs Assessment; Nontraditional Occupations; Occupational Segregation; Outcomes of Education; Promotion (Occupational); Sex Differences; Technological Advancement; Tenure; Trend Analysis; *Vocational Education; Work Environment

IDENTIFIERS- *Australia (South Australia); TAFE (Australia)

The position of women in South Australia's process manufacturing industry was examined, and the implications of the study findings for the vocational education and training (VET) sector were discussed. Of the 393 companies to which surveys were sent, 136 (35.5%) returned valid responses. Of the 8,000 people employed in the industry, only 26.1% were women. Women tended to be clustered in low-skilled production jobs, and their representation in supervisory positions was limited. Women were more likely to be employed on part-time and casual bases and to have very limited career paths. The evidence suggested that the masculine environment that women encounter in both the training and work environments is a barrier to their advancement in the process manufacturing industry. It was recommended that real career paths for women, covering the range of occupations in the process manufacturing industry, be encouraged. Working with firms in the industry to promote and educate them in the benefits to be gained by drawing on the diverse range of skills and knowledge in all their employees, including women, was suggested as a way to advance access and equity for women in the manufacturing work force and to encourage more women to pursue apprenticeships and traineeships. (Contains 40 references.) (MN)

ED 456 284

CE 082 264

Johns, Susan; Kilpatrick, Sue; Mulford, Bill; Falk, Ian
Thinking outside the Box: A Remote VET in Schools Program
Challenges Traditional Boundaries.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

Supported by the Rural Industries Research and Development Corporation (RIRDC).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Dropout Prevention; Educational Improvement; Foreign Countries; Indigenous Populations; Leadership; *Outcomes of Education; *Partnerships in Education; Postsecondary Education; Program Effectiveness; Rural Areas; *Rural Education; *School Community Programs; School Community

entirely satisfactory role for Australia's vocational education and training institutes. Vocational education has been defined as a training of the hand rather than an education of the mind; in contrast to general and liberal education; as practical, applied education; and by educational and occupational levels. Most comparable North American institutions offer the first two years of the four-year baccalaureate awarded by universities. There has been some interest in establishing institutions with a similar role in Australia, but the benefits from such a development do not seem great enough to compensate for the extensive restructuring of the existing sectors that would be required. The most similar bodies to Australia's TAFE institutes are Ontario's colleges of applied arts and technology. They provide a useful comparison for Australian vocational education, but they are unusual in North America and a limited example for TAFE's identity. (Contains 46 references.) (VLB)

ED 456 301

CE 082 281

Muloahy, Dianne

Identity Matters: Learning and Managing at the Frontline.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Responsibility; *Administrator Role; Adult Education; *Competency Based Education; Demonstration Programs; Developed Nations; Foreign Countries; Identification (Psychology); *Inplant Programs; Inservice Education; Lifelong Learning; *Management Development; Perspective Taking; *Role Perception; *Self Concept

IDENTIFIERS- Australia

Drawing on data collected in a national evaluation, this paper explores the contribution of Frontline Management Initiative (FMI) to the practice of management learning in selected enterprises in Australia. (A competence-based management development strategy, FMI places learning in an organization and links management performance to the achievement of business outcomes.) Initially, some discourses on management and learning are presented as background to this exploration. The argument is made that "identity work" is central to FMI. Excerpts from participants' accounts indicate managers not only learn to manage by means of acquiring or demonstrating skills, but also by negotiating particular types of identity for themselves with respect to managing, e.g. business manager, strategic manager, and "high performing manager." Managers are also shown to assume certain kinds of social roles proposed for them in standards set for achieving competency in front line management, although some participants in the program are shown extending these roles and indicating that front line management can be conceived and practiced in a variety of ways. In analyzing these participants' accounts of the FMI, the authors say that what emerges is a more complex image of managers actively exploring the indistinctness of their role boundaries and constructing various identity positions, including business manager, strategic manager, coach, educator, learning leader, professional developer, and organizational developer. (Contains 10 references.) (VLB)

A research project chronicling the nature and extent of the structured staff development undertaken by teachers and trainers employed at public and private providers of vocational education and training (VET) in Australia was one component of a larger study that examined the changing role of staff development for VET teachers and trainers. Data for the study were obtained from a telephone survey of human resource personnel at 384 VET providers and from a mailed survey of 686 teachers and trainers. The study found that staff development activities, classified as formal qualifications and structured education and training activities, were common in most institutions. Public providers, however, were likely to have more staff development structures and programs than private VET providers, since private providers are more likely to hire only teachers who already have all the training needed for the job. Teachers were more likely to have already achieved formal qualifications in a subject area and then to take additional formal qualification courses or education and training activities in teaching methods. Teachers cited pressures from work and difficulties with location and timing of staff development opportunities as significant barriers to engaging in staff development activities. The study concluded that a significant amount of staff development is occurring throughout the country, but that further research is needed to determine what kind of training is needed for the "new professional" of the future. (Contains 14 references.) (KC)

ED 456 318

CE 082 299

Simpson, Janet

Managing the Transformation to an E-Learning Organisation.

PUB DATE- 01

NOTE- 9p.; In: Research to Reality: Putting VET Research To Work.

Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Febility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; College Curriculum; *Computer Oriented Programs; Delivery Systems; Distance Education; Educational Administration; Educational Trends; Inservice Teacher Education; *Management Development; Motivation Techniques; Online Courses; *Organizational Change; Participatory Research; Partnerships in Education; Postsecondary Education; Professional Development; Program Development; Program Implementation; Program Improvement; Research Utilization; Staff Development; Student Motivation; *Teaching Methods; Technological Literacy; World Wide Web

IDENTIFIERS- *Work Based Learning

The Douglas Dawson Institute (DMI) of TAFE (technical and further education), which operates more than four campuses in Australia with a diverse student body numbering approximately 17,000 (78 percent studying part-time), has initiated strategies to support the transformation to an e-learning organization. Major elements in the change model are research and development of new learning technologies; institute-wide professional development; technology infrastructure; and partnerships. The project began with giving a group of 36 managers at DMI the opportunity to gain hands-on experience in online learning, as an adjunct to the other strategies that are being implemented across the institute to support the change to an e-learning organization. During the project, obstacles were tackled by

use instructional strategies that enable adults to form relationships. Adult students have special concerns that should be addressed in the postsecondary classroom. It is important that these special concerns be addressed in light of each adult student's individual needs. (Contains 11 references.) (MN)

ED 456 335

CE 082 367

Gaikezhoyongai, Sally

Aboriginal-Enhanced Access to Native Learning: A Literacy Project of the Native Women's Resource Centre. Final Report.

SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).

PUB DATE- 00

NOTE- 55p.; Also funded by the Ontario Ministry of Training, Colleges and Universities.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Education; Administrator Attitudes; Adult Basic Education; Adult Educators; Adult Learning; *Adult Literacy; Articulation (Education); *Canada Natives; Community Programs; Community Study; Community Surveys; Cultural Differences; Cultural Pluralism; *Culturally Relevant Education; Definitions; Delivery Systems; Educational Needs; Educational Opportunities; Enrollment Influences; Financial Support; Focus Groups; Foreign Countries; Holistic Approach; Information Dissemination; *Literacy Education; Literature Reviews; Marketing; Models; Needs Assessment; Outreach Programs; Partnerships in Education; Program Design; Public Relations; Special Needs Students; Student Attitudes; Student E Educational Marketing; *Medicine Wheel; *Ontario (Toronto); Stakeholders

IDENTIFIERS- Educational Marketing; *Medicine Wheel; *Ontario (Toronto); Stakeholders

Ways of increasing awareness of and access to literacy programs for Native people in Toronto, Ontario, were examined. Data were collected through the following activities: a literature review; meetings with stakeholders and the public; surveys of learners, Native literacy workers, executive directors, and steering committee members; and focus group discussions with learners in two Native literacy programs. The findings were synthesized into a model for using a culture-based approach and framework to increase awareness of and access to literacy programs. The model, which was based on the principle of medicine wheel teachings, was based on the following "doors": (1) awareness and vision (awareness of native literacy); building a vision of native literacy; (2) outreach and relationships (learner recruitment, outreach, and referrals; building community partnerships); (3) knowledge and reasoning (ceremony as part of the aboriginal learning experience; the need for relevant learning experiences); and (4) program design and delivery issues (native literacy delivery models; holistic approaches; barriers to access; program needs and funding concerns; program accreditation and articulation). Ten immediate and 14 long-term recommendations for implementing the model were formulated. (The bibliography lists 14 references. Two medicine wheels illustrating components essential to the future of native literacy programs and services are appended.) (MN)

ED 456 336

CE 082 369

Drake, Angela, Ed.; Anonsen, Kay, Ed.

Gathering Voices: Building an Alliance for Family Literacy.

resulting in an annual cost of more than \$50 billion in direct medical costs. This paper provides tips and resources to help communities undertake the necessary steps to reduce tobacco use. It includes a list of national organizations, publications, and names of community leaders with expertise in tobacco use prevention. It also contains stories of how some communities have responded to this problem. (JDM)

ED 456 358

CG 031 119

Parents/Families and Substance Abuse. Technical Assistance Packet.
PUB DATE- 00

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reference Materials - General (130)

DESCRIPTORS- Alcohol Abuse; Child Rearing; *Children; *Community Action; Family Environment; *Family Influence; Parent Child Relationship; Prevention; Substance Abuse

Children's experience at home is the largest single factor in whether or not they will have a drug or alcohol problem early in life. The best prevention program for many people at risk is to make sure their addicted family member receives appropriate treatment. Several steps need to take place to enhance the family's role in preventing alcohol or drug addiction. Family environments must be created where it is unacceptable to be drunk or high on drugs. Family members must face the fact that another member has an alcohol problem. Adults must model what they want youth to become. This paper provides suggestions to help communities address substance abuse in families and communities. It contains a list of national organizations, publications, and the names of community leaders with an expertise in parenting. It also contains stories of how some communities have responded to this problem. (Contains 10 resources.) (JDM)

ED 456 359

CG 031 120

Media Literacy. Technical Assistance Packet.

PUB DATE- 00

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advertising; Community Action; Community Problems; Guns; *Influences; *Information Literacy; *Mass Media Role; Social Influences; *Substance Abuse; Violence

The media play an increasingly strong role in transmitting values; behaviors; social norms; attitudes; and knowledge to youth and adults. Media literacy involves the ability to ask questions about what is watched, heard, or read. It involves learning what to look for, what to ask, and how to question these many influences. Media literacy also challenges its students to create their own counter advertising messages. A general understanding of media messages is an important first step in developing a communication strategy to reduce substance abuse or prevent gun violence. This paper helps promote such an understanding. It lists national organizations, publications, and the names of community leaders who have expertise in the field of media literacy. (JDM)

brief overview of school based programs to prevent emotional or behavioral problems from interfering with education. Chapter 2 focuses on proactive approaches to improving behavior for individual students with antisocial tendencies. Chapter 3 uses examples from classrooms to describe how Total Quality Education is an effective model for creating a positive learning environment. Chapter 4 discusses preventing problems through social skills instruction. Chapter 5 discusses unified discipline policy. Chapter 6 describes Parent Teacher Action Research as a process that helps parents and teachers learn to work together as equal partners while they address a child's need for consistency between home and school. Chapter 7 explains building linkages to learning by community partnerships. Chapter 8 discusses the use of conflict resolution and peer mediation to support positive behavior. Chapter 9 presents a model to help build connections with disenfranchised youth and families. Chapter 10 discusses measuring the success of prevention programs. Chapter 11 summarizes the knowledge base on effective prevention practices. (Contains 12 tables, 15 figures, and 185 references.) (JDM)

ED 456 383

CG 031 178

Rita, Emilio Santa; Soranton, Brenda
Counseling Faculty Handbook.

PUB DATE- 01

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (855)

DESCRIPTORS- *Academic Advising; *Career Counseling; Cooperation; Counseling; Counselor Client Relationship; *Faculty Handbooks; Higher Education; *School Counseling; Student Development; Student Personnel Services

This faculty handbook was the result of efforts to redefine the role and mission of the Bronx Community College of the City University of New York Counseling Center and to delineate the most effective delivery of services to students. Part 1 sets forth the philosophy, vision, objectives, expected outcomes, and competencies students should develop by working with counselors. The counseling service works collaboratively with the Department of Student Development to offer academic, career, and personal counseling. Part 2 provides the governance structure for the counseling faculty. It describes the counseling service's relationship to the college; the functions and roles of the counseling service; issues of training; a code of ethics; confidentiality; and record keeping. Appendix 1 is the Core Counseling Functions Survey and Appendix 2 is Governance Structure Survey. (JDM)

ED 456 384

CG 031 179

Rita, Emilio Santa

Peer Coaching in Group Supervision: Formative (On-Going, Developmental) Evaluation and Summative (End-of-the-Year) Evaluation: Counselor Growth Portfolio.

PUB DATE- 01

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

colleges. The CCL provides the best of both centralized and decentralized organizational structures of career services. Six of the eight colleges have liaison counselors. There is equal funding of these positions between the Career Center and the College. Five areas were addressed in a January 2000 review of the program: academic affairs satisfaction; student satisfaction; increased job and internship postings; increased numbers of group presentations; and successful collaborative ventures across colleges. The CCL has developed specific strategy or action steps to help facilitate implementation of a liaison model with universities. Suggested steps include: identifying all persons who would participate in implementation of the model; form focus groups to explore what students and college faculty desire in their particular unit; establish a commitment to a collaborative venture; and select a liaison with a relevant background. (MKA)

ED 456 405

CG 031 210

Williams, Caitlin P.

Helping Women Shape a Career Path and a Life That Works.

PUB DATE- 01

NOTE- 14p.; In: "Focus on the Future: Achieving Balance in Career & Life Integration. International Career Development Conference 2000"; see CG 031 198.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Counseling; Career Development; Career Planning; Counselor Training; *Females; Job Satisfaction; Job Skills; *Models; Quality of Life; Resilience (Personality); Success

This paper discusses a model that guides women in practicing key attitudes and behaviors that will help them to succeed in our new economy. It focuses on today's critical workplace competencies while encouraging a rich and textured personal life. It responds to four challenges that women need to pay attention to: acknowledging and capitalizing on their personal resilience; creating opportunities to demonstrate their skills; shaping a personal life that is alive and nourishing; and continuing to move toward healthy, long-term career and life success. The model uses 4 themes and 10 strengths to address these challenges, all of which are described in the paper. It also includes some guided questions that career development practitioners may find useful in career-focused discussions with their female clients. (MKA)

ED 456 406

CS 014 320

McElmeel, Sharron L.

ABCs of an Author/Illustrator Visit. Professional Growth Series.

Second Edition.

PUB DATE- 01

NOTE- 125p.; A publication of The Book Report & Library Talk Professional Growth Series.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Authors; *Childrens Libraries; Educational

Order Form. (RS)

ED 456 428

CS 014 484

Hamston, Julie Ann

Investment in Literacy: A Profile of Boys and Parents Committed to the Development and Maintenance of Reading Practices.

PUB DATE- 01

NOTE- 9p.; Paper presented at the Joint National Conference of the Australian Association for the Teaching of English and the Australian Literacy Educators' Association (Hobart, Tasmania, Australia, July 12-15, 2001). Project conducted by Julie Ann Hamston and Kristina Love.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Family Environment; *Literacy; *Males; Mothers; *Parent Participation; Reading Attitudes; *Reading Habits; *Reading Motivation; Secondary Education

This paper outlines the first stage of a research project on the topic of boys (aged 11-17) and literacy and the mediating role that families play in building interpersonal relations around reading and guiding boys into a broad range of literacy practices in the home. Findings from this research will inform a comparative study of boys identified as reluctant readers, to be conducted in 2001. Of particular interest to educators is the body of research that focuses attention on a deficit model of boys and reading. The research highlights the investment made by parents, mothers in particular, in ensuring that sharing reading practices through and across a broad range of texts, within the dominion of the family, has helped to construct boys as committed and successful readers. The research also points to the boys' appropriation of the tacit and explicit guidance in reading they have received from their parents. (Contains 20 references and a table of data.) (Author/RS)

ED 456 429

CS 014 467

Bruce, Merle E.; Robinson, Gregory L.

The Clever Kid's Reading Program: Metacognition and Reciprocal Teaching.

PUB DATE- 01

NOTE- 41p.; Paper presented at the Annual European Conference on Reading (12th, Dublin, Ireland, July 1-4, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Instructional Effectiveness; Intermediate Grades; *Metacognition; *Reading Comprehension; Reading Difficulties; Reading Programs; Reading Research; *Reading Strategies; *Reciprocal Teaching; *Word Recognition

This study assessed the effectiveness of a metacognitive and reciprocal teaching approach for improving the word identification and reading comprehension skills of upper primary poor readers in a regular classroom situation. To improve word identification skills, experimental subjects were given metacognitive training in the analysis and monitoring of word identification strategies. Reciprocal teaching procedures, incorporating the above word identification strategies, were used for comprehension training. Subjects in the experimental

Finally, the need to examine if boys' writing dissatisfactions and negative attitudes in English are connected with the way writing elements and activities have been pedagogically and ideologically constructed, is considered. Further research focusing on how writing is presented and measured in the English classroom is recommended. (Contains 62 references and a table of data.) (RS)

ED 456 450

CS 217 691

Pahl, Kate

Texts in Homes and Communities.

PUB DATE- 01

NOTE- 11p.; Paper presented at the United Kingdom Reading Association's International Conference (37th, Canterbury, England, July 6-8, 2001). Figures may not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; Ethnography; Family

Environment; Literacy; Longitudinal Studies; Primary Education

IDENTIFIERS- Artifacts; Ephemeris; Meaning Construction;

Reflection Process; Textual Analysis

This paper considers how children's text making is shaped by the environment in which the texts are made. By considering texts made in classrooms and texts made in homes, the paper explores how classrooms and homes interact with children's (6-7 year old boys) reflective processes as they create artifacts--drawings, models, and writings. The paper draws on research from a longitudinal ethnographic study on children's meaning making in homes and communities. It states that three families were selected for the study, and the children were visited fortnightly, where data were collected in the form of photographs and texts, and some interaction was taped; in addition, visits were made to the children's classrooms to acquire background information on text making in schools. The paper concentrates on what it calls "ephemera, mess, and miscellaneous piles" that is the backdrop to the creation of texts within homes. It looks at how homes shape texts, how children make texts within a context, and at the interaction between reflection and transformation, between a child's making of the text and the stuff from which a text is made. To analyze the texts, the paper draws on the work of P. Bourdieu and work from social semiotics by G. Kress and T. van Leeuwen, and also draws on work by linguists who acknowledge that children's text making is very visual. It also draws on the concept of "syncretic" literacy practices, to describe when children use a diverse cultural mix when making texts in the home. The paper contrasts this with a discussion about classrooms and considers what the making of texts in homes can communicate about practices in classrooms. (Contains 2 figures and 14 references.) (NKA)

ED 456 451

CS 217 692

Hellermann, John; Cole, KimMarie; Zuengler, Jane
Developing Thinking Communities through Talk: Two Case Studies
from Science Classes. CELA Research Report.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 37p.

factors when assessing their own risk, while relying more heavily on self-esteem when assessing the relative risk of others. Liking and trust of the media were the only shared correlates of self/other distinctions in third-person perception. (Contains 30 references and 2 tables of data.) (Author/RS)

ED 456 472

CS 510 612

Broz, Stefne Lenzmeier
Media Literacy: A Review and Critical Assessment of Its Diverse Literature.

PUB DATE- 01

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Health Education; Literature Reviews; *Mass Media Effects; *Mass Media Role; *Mass Media Use; *Media Research; Popular Culture

IDENTIFIERS- *Media Literacy

This paper attempts to unify the varied research in media literacy in order to make sense of this growing yet fragmentary movement and to organize the widely varied literature by the locus, objectives, and depth of the initiative. Much of this movement involves what educators choose to teach their students about media literacy. A critical assessment of the literature, theoretical links, and application to health messages are provided and will point to opportunities and challenges that can be met through healthy skepticism and a healthy dose of theory. (Contains 35 references.) (RS)

ED 456 473

CS 510 613

Smith, Laura K.

The Comedy Campaign: The Growing Influence of Humor in Presidential Elections. A Uses and Gratifications Approach.

PUB DATE- 01

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Comedy; *Elections; Higher Education; *Humor; Mass Media Role; *Presidential Campaigns (United States); *Student Attitudes; Undergraduate Students

IDENTIFIERS- Uses and Gratifications Research

In the year 2000, news and entertainment programs dedicated a great deal of comedic attention to the presidential election. Taking a Uses and Gratifications approach, this paper examines the role of comedy among the young electorate (undergraduate students at a Texas university). It concludes comedic programs, while popular, are among many sources young people use to learn about the candidates. The paper also examines motivations driving young people to non-traditional sources and finds motivation can significantly affect the impact of jokes. (Contains 39 references and 8 tables of data.) (Author/RS)

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Behavior Problems; *Crime Prevention; Crisis Management; Discipline; Elementary Schools; Elementary Secondary Education; Juvenile Gangs; Needs Assessment; Prevention; Problem Solving; *School Safety; *School Security; Secondary Schools; *Student Behavior; Vendors; *Violence

This self-help guide explores the many factors involved in implementing an effective program of protection for schools. It provides direction and answers to the many questions posed by crime and violence in schools by translating certain principles of security into applications for the campus setting. The guide explains the various protection measures that are required for a thorough, comprehensive security program, while attempting to correct certain misconceptions about security in schools. It posits that a security program consisting of uniformed guards and closed-circuit cameras can still leave a school dangerously unprotected. A comprehensive program is needed, and the book shows officials how they can provide in-depth protection. Although schools may be victimized by the typical, everyday criminal events such as theft and vandalism, the threat of rampage violence demands they seek more effective solutions that will protect and prepare them for this spontaneous threat. The guide helps schools assess the security threats that confront them, explains the "what" and the "why" of the security measures they need, then outlines techniques, applications, and strategies associated with modern security. Security can coexist with an academic atmosphere, and with a program of protection in place, the business of education can continue because staff and students are reassured their safety is of utmost concern. Appendixes list various surveys and questionnaires, Web sites of security products, associations and organizations, incident reports, and security references sources. A glossary and illustrations are provided. (Contains 36 references.) (DPR)

ED 456 496

EA 031 157

Munk, La Rae G.

Collective Bargaining: Bringing Education to the Table. Analysis of 583 Michigan School Labor Contracts and Recommended Improvements To Help Teachers, Schools, and Students. A Mackinac Center Report.

SPONS. AGENCY- Donner (William H.) Foundation.

PUB DATE- 98

NOTE- 105p.; Some tables may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Collective Bargaining; *Educational Change; *Educational Improvement; Elementary Secondary Education; Public Schools; Salaries; *Student Improvement; *Teacher Improvement; Teacher Student Ratio; *Unions

This paper reports on a study that systematically analyzes the hundreds of collective-bargaining agreements for school districts in the state of Michigan. It examines collective bargaining's impact on Michigan's public education and makes recommendations that school boards should incorporate into their union contracts to improve their ability to deliver quality education to students. Part I provides a background to collective bargaining in Michigan: its history, the laws that

taken to implement them. The report concludes with Exhibit A, school districts surveyed; Exhibit B, content of safety plans available for school districts sampled outside of New York City; Appendix A, major report contributors; and comments by New York State Education Department and New York City Board of Education officials, respectively. (RT)

ED 456 515

EA 031 188

School Law in Review, 2001.

PUB DATE- 01

NOTE- 190p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Architects; Athletics; Boards of Education; Conflict of Interest; *Court Litigation; Discipline; Elementary Secondary Education; Extracurricular Activities; Federal Courts; Lawyers; Limited English Speaking; Religious Factors; School Construction; *School Law; Special Education; State Courts; World Wide Web

This book is a compilation of the presentations delivered at the National School Boards Association (NSBA) Council of School Attorneys Annual School Law Seminar on March 22-24, 2001, in San Diego, California. Presentations include: (1) "Religion and the Public Schools--What Hath the Supreme Court Wrought?" (Jay Horowitz and Patricia H. Gould); (2) "Prayer in the Schools: Implications of 'Santa Fe vs. Doe'" (Shelli Hoffman Crow); (3) "Digital Discipline: Off-Campus Student Conduct, the First Amendment and Web Sites" (Margaret-Ann F. Howie); (4) "When Board Members Go Astray" (Lance L. Melton); (5) "Legal Issues Involving Educating Children with Limited English Proficiency" (Melanie Gurley Keeney and Stephanie Tueth); (6) "School Construction Bidding Issues" (Lorence H. Slutzky); (7) "Selecting and Contracting with Architects" (Michael I. Levin); (8) "Conflicts of Interest and the School Attorney" (John L. Kane, Jr.); (9) "Section 504 and Student Athletes" (Janet Little Horton); and (10) "The Impact of Special Education Law on Extracurricular Student Activities" (S. Bennett Rodick and Athena Christofalos). The book concludes with membership information, an NSBA Council of School Attorneys March 2001 publication list, a list of past council chairmen, and a list of NSBA Federation Member affiliated state councils. (RT)

ED 456 516

EA 031 189

McLaughlin, Lisa; Hyle, Adrienne E.

The School Principal as Change Agent: An Explanatory Case Study.

PUB DATE- 01

NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Characteristics; *Administrator Role; Case Studies; *Change Agents; Educational Change; Elementary Education; Principals; School Culture; Teacher Administrator Relationship

This single-site case study was designed to investigate ways in which a principal considers the individual needs of faculty members when promoting a particular change, as perceived by faculty and staff. Four research questions were addressed: (1)

were collected to provide information. The study showed that reform implementation was conducted poorly because of unrealistic budget submission deadlines, inconsistent communication between school and state levels, insufficient information and training from the state, and micromanagement by the state. State micromanagement limited the schools' flexibility to allocate resources to meet student needs. The growing state role in school reform raises long-term questions about who is, and who should be, responsible for making fiscal decisions. (RT)

ED 456 535

EA 031 225

Herbert, Karen S.; Hatch, Thomas
Keeping Up the Good Work: Developing and Sustaining Capacity for School Improvement.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, CA.

PUB DATE- 01

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Improvement; Elementary Education; *Resource Allocation; School Culture; School Organization; *Teaching Methods

IDENTIFIERS- *California (San Francisco Bay Area)

This paper describes findings from a study of school capacity, defined as the ability of schools to improve their practices and to sustain those improvements over time. Two schools in the San Francisco Bay Area (California) that have sustained success with distinct, though opposite, pedagogical approaches were examined to determine what makes a school's approach coherent and what enables a school to develop and maintain it. Research methods included interviews with school personnel, parents, and other school participants; visits to schools; observing classrooms and attending open houses; and examination of school documents. Findings show that cohesive relationships, commitment to the school, and an understanding of the school's identity are key aspects that enable these schools to sustain their pedagogical approaches successfully. Organizational identity is particularly important because it provides a sense of what the school stands for and promotes; it can act as a resource to schools by providing a framework for the adaptation of environmental contingencies that may threaten a school's approach; and it can provide a place to which schools can return for guidance after periods of upheaval. Appendix A describes Jefferson Elementary School's core values and Appendix B contains Hillside Community School's commitment sheet. (Contains 30 references.) (RT)

ED 456 536

EA 031 226

Peca, Kathy
Positivism in Education: Philosophical, Research, and Organizational Assumptions.

PUB DATE- 00

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Dunkles, Dennis R.; Shoop, Robert J.
The Principal's Quick-Reference Guide to School Law: Reducing
Liability, Litigation, and Other Potential Legal Tangles.

PUB DATE- 02

NOTE- 363p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)

DESCRIPTORS- *Administrator Responsibility; Copyrights; *Court
Litigation; Discipline; Educational Legislation; Elementary
Secondary Education; *Legal Responsibility; Libel and Slander;
Negligence; Performance Based Assessment; Personnel Selection;
Prevention; Program Development; Risk Management; *School Law;
Search and Seizure; Sexual Harassment; Special Education;
Student Records; Student Rights; Teacher Rights

This book is designed to inform school administrators regarding
school law. As a resource, it provides suggested, easy-to-
understand guidelines for the avoidance of litigation. Subjects
include preventive law and risk management; constitutional and
statutory foundations of staff selection, contracting, and
evaluation; negligent hiring, defamation, and referencing;
performance evaluation; teachers' constitutional rights and
terms and conditions of employment; students' rights; student
discipline; the principal's responsibilities in providing
special education services; academic issues and student
records; copyright law; search and seizure; the principal's
responsibilities in program management; sexual harassment; and
the principal's tort liability for negligence as applied to
expected duty and standards of care. Each chapter and section
is presented in a template format for ease in locating answers
to questions that arise in a particular situation. The book
contains a quick-reference guide by subject, lists state Web
sites for accessing state-specific education laws in the
introductory chapter, and concludes with two resources
(appendices) containing selected provisions from the U.S.
Constitution that are of particular interest to educators. Also
included is a listing, by subject-category, of leading
education cases that have been decided by the U.S. Supreme
Court. (RT)

ED 456 556

EA 031 260

McColl, Ann
Leandro: The Merging of Adequacy and Standards-Based Reforms.
SERVE Policy Brief.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Accountability; Constitutional Law; *Court
Litigation; *Educational Change; *Educational Equity (Finance);
Elementary Secondary Education; *Equal Education; High Risk
Students; Preschool Education; Public Schools; *School Law;
State Courts

IDENTIFIERS- Educational Adequacy; *North Carolina

This policy brief addresses the first two rulings of the North
Carolina lawsuit on the state constitutional right to

ED 456 575

EC 308 362

Gavin, M. Katherine
What Educators Need To Know about...Encouraging Talented Girls in
Mathematics. Practitioners' Guide A0922.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 00

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Classroom Environment; Elementary Secondary
Education; Evaluation Methods; *Females; *Gifted; Mathematics
Achievement; *Mathematics Instruction; *Sex Bias; *Student
Evaluation; Teacher Attitudes; Teacher Expectations of
Students; *Teaching Methods

This pamphlet discusses ways that teachers can make a positive
difference in promoting confidence in mathematics in talented
girls. It discusses the influence of gender bias and the need
for teachers to believe that girls can do mathematics and do it
very well. The benefits of cooperative learning versus
competitive learning are addressed, as well as the need for
teachers to recognize a variety of learning styles and
capitalize on students' strengths. Alternative assessments
including integrated performance tasks, journals, portfolios,
and pictorial explanations are mentioned as valid ways of
demonstrating understanding and allowing females to showcase
their mathematical talent more effectively than they can on
traditional tests. The importance of providing female role
models who embody confidence in mathematics and have an
affinity for the subject is stressed. A list of research facts
is provided which indicate: teachers call on boys an average of
eight times more than they call on girls, a gender gap exists
in mathematics, there is a lack of females in physics and
engineering fields, and there is a new gender gap in
technology. (Contains 21 references, 18 resources on gender and
mathematics, and contact information for 8 related
organizations.) (CR)

ED 456 576

EC 308 363

Gavin, M. Katherine
What Parents Need To Know about...Encouraging Talented Girls in
Mathematics. Practitioners' Guide A0921.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 00

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Child Rearing; Elementary Secondary Education;
Family Environment; Family Influence; *Females; *Gifted;
*Mathematics; Mathematics Achievement; Mathematics Instruction;
*Parent Attitudes; *Parent Student Relationship; *Sex Bias;
Teaching Methods

*Computer Uses in Education; Deafness; Delivery Systems;
*Disabilities; Distance Education; Educational Environment;
Evaluation Methods; Inservice Education; *Mobility Aids;
Outcomes of Treatment; Physical Disabilities; Public Policy;
*Rehabilitation Programs; Technology; Wheelchairs; Young
Children

These proceedings of the annual RESNA (Association for the Advancement of Rehabilitation Technology) conference include more than 200 presentations on all facets of assistive technology, including concurrent sessions, scientific platform sessions, interactive poster presentations, computer demonstrations, and the research symposia. The scientific papers included in the book address recent scientific research, practical designs, and case studies. Scientific content is grouped into the following eight categories: (1) technology for special populations, which includes: "Evaluating the Response of Children with Autism to a Robot" (Iain Merry and others) and "An Interactive Maze Game Device for Pre-Handwriting Exercises" (Jeremy M. Bowman); (2) augmentative and alternative communications (AAC), which includes "A Communication 'Tools' Model for AAC Intervention with Early Communicators" (Cynthia J. Crass); (3) computer access and use; (4) environmental accommodations; (5) functional control and assistance; (6) service delivery and public policy; (7) research and functional outcomes, which includes "Communication Intervention Program for Deaf Adolescents" (Diane J. Grillo); and (8) seating and mobility, which includes "Quantification of Forces Associated with Episodic Full Body Extensor Spasticity in Children" (Gailtha Brown and others) and "Motorized Swing for Child up to Fifty Pounds" (Amy Congdon and Jessica Foley). The book includes papers from the student design competition and the student scientific paper competition. (Papers include references.) (CR)

ED 456 595

EC 308 580

Wlozanski, Felicia L.; Ferguson, Tammi
School Independence Measure: Conceptual Framework and Use with
Children with ADHD.

PUB DATE- 01

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Attention Deficit Disorders; *Behavior Rating

Scales; Educational Environment; Elementary Education;

Evaluation Methods; Hyperactivity; *Personal Autonomy; *Student

Evaluation; *Test Reliability; *Test Validity

IDENTIFIERS- *Functional Behavioral Assessment

This paper presents the outcomes of a study that investigated the psychometric properties of the School Independence Measure (SIM), an assessment designed to evaluate functional performance in a school setting and to monitor changes in function over time. The SIM operationally defines and criterion references tasks essential to a child's independence at school in order to facilitate an interventions framework for setting attainable goals and for monitoring progress. The SIM builds upon the conceptual and organizational format of the MeaFIM: Functional Independence Measure for Children. The study examined the SIM and standard batteries of cognitive and behavior to establish the relationship between those processes and SIM scores. The community sample was comprised of 32 9- and 10-year old fourth grade boys and girls with attention deficit hyperactivity disorder. Psychoeducational assessment data,

directions, the ability to communicate needs and opinions, and the ability to ask for help appropriately. A series of learning activities were then developed and implemented over a period of 5 weeks. Following the direct teaching of social skills, the four students showed significant improvement in the three target social skills in the school environment and at home. Appendices include evaluation tools. (Contains 27 references.) (CR)

ED 455 614

EC 308 600

Kolliopoulos, Theofani
Regular Education Initiative: The General Educator's Responsibility.

PUB DATE- 01

NOTE- 23p.; Master of Arts Action Research Project, Saint Xavier University and IRI/Skylight Professional Development Field-Based Master's Program.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Academic Accommodations (Disabilities); *Academic Achievement; *Classroom Techniques; *Inclusive Schools; Instructional Effectiveness; *Learning Disabilities; Middle School Students; Middle Schools

IDENTIFIERS- *Testing Accommodations (Disabilities)

This report discusses the Regular Education Initiative (REI) and how it is currently being implemented in a middle school in Illinois, how it potentially benefits students, and how to promote use of accommodations by all teachers. Accommodations and modification appropriate to the Individualized Education Programs (IEPs) of nine students with learning disabilities, as well as compensatory strategies to promote independent learning, were integrated into the regular education content material of the teacher-researcher's classroom. While the accommodations and modifications had to be tailored to each targeted student, compensatory strategies could be taught to the entire class. Appropriate accommodations and modifications were started as early as the first day of school in order to make them a regular part of the class routine. Examples of accommodations included extended time, shortened writing assignments, study guides or sheets, pre-copied notes, modified tests and quizzes, tests and quizzes read aloud, rephrasing of questions and/or directions, books on tape, and technology such as word processing and spell checkers. Over the 10 weeks in which the intervention was implemented, 5 out of the 9 students demonstrated positive academic performance. The other four students exhibited fluctuating periods of positive and negative academic performance. (CR)

ED 455 615

EC 308 601

Singh, Delar K.
Transition to Post-Secondary Environments.

PUB DATE- 00

NOTE- 14p.; Paper presented at the New York State Council for Exceptional Children Convention (Niagara Falls, NY, November 5, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Accommodations (Disabilities); *Access to Education; *Accessibility (for Disabled); College Environment;

Language Minorities; *Language Teachers; *National Programs;
*Second Language Instruction; Second Language Learning; Teacher
Education; Teacher Recruitment; Uncommonly Taught Languages
IDENTIFIERS- Council of Europe (France); *Europe; European Union

This book is an appraisal of the teaching of foreign languages in the 29 European countries taking part in the Sokrates program. It contains a detailed analysis of the way teaching is organized, the approaches and content of curricula, arrangements for the recruitment and training of teachers, and the initiatives developed within the education system to provide linguistic support to minority languages. It also provides historical perspective. The book is divided into an introduction and six chapters. The introduction includes a glossary and information on the background, scope, methodology, and structure of the study. Chapter titles include the following: "Language Support in a Multilingual Environment"; "Historical Background"; "Organisation of Teaching"; "Professional Qualifications and Training of Teachers"; "Foreign Language Curricula"; and "European Community Actions." There is also an annex, "National Summary Tables on Foreign Language Curricula." (Contains 33 references.) (KFT)

ED 456 636

FL 026 848

Yamamoto, Masayo

Language Use in Interlingual Families: A Japanese-English
Sociolinguistic Study. Bilingual Education and Bilingualism 36.

PUB DATE- 01

NOTE- 180p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (810), Reports - Research/Technical (143)

DESCRIPTORS- *Bilingualism; English (Second Language); *Family
Role; Foreign Countries; Interviews; Japanese; Language
Acquisition; Language Attitudes; Language Minorities; Language
Research; *Language Usage; Linguistic Theory; *Parent Child
Relationship; Questionnaires; Second Language Learning;
*Sociolinguistics

IDENTIFIERS- *Japan

Most of the population of Japan remains ethnically Japanese. For this reason, bilingualism has never been a subject of significant concern in Japan. With the recent influx of new groups of non-Japanese speakers into Japan, the society is becoming more multilingual. This book introduces the way languages are used in Japanese interlingual families, and examines what factors influence their language choice, with the aim of arriving at a predictive model of language use. Data were gathered by survey and follow-up interviews drawn from a small number of families. The book examines the "one-parent-one language" principle in relation to children's use of the minority language and suggests the alternative view of maximal engagement with the minority language. A taxonomy is proposed of interlingual family types, and a typological model of language use is presented with the intention of providing researchers with a unifying framework for the study of bilingualism. Chapter titles include the following: "Studies of Bilingualism in Interlingual Families"; "Taxonomy of Interlingual Family Types"; "Objectives and Methods of the Present Study"; "Findings"; and "Conclusions." There are also two appendices, "Language Use in Bilingual Families Questionnaire" (in English and Japanese) and a collection of 26 tables of data. A subject index is also included. (Contains 117 references.) (KFT)

Spanish Syllable"; and "Diphthongs, Syllabification, and Resyllabification." Part three, "Spanish Obstruents," includes the following five chapters: "The Voiceless Stops /p, t, k/ and the Affricate /tʃ/"; "The Voiced Stops /b, d, g/"; "The Voiceless Fricative Phonemes /f/ and /s/"; "The Voiceless Fricatives /h/, /x/, /χ/ and /θeta/"; and "The Voiced Fricatives /y/ and /w/." Part four, "Spanish Sonorant Consonants," includes three chapters: "The Nasals /m/, /n/, and..."; "The Non-Lateral Liquids /r/ and /r̄/"; and "The Lateral Liquids...and /l/." Part five, "Other Topics in Spanish Pronunciation," includes: "Spanish Word Stress"; "Spanish Intonation"; "Spanish Vowel Combinations"; "Spanish Language and History and Emerging Dialects"; "The Spanish of the Iberian Peninsula and the Canary Islands"; and "The Spanish Language in the New World." Four appendices and a glossary are appended. (Contains 473 references.) (KFT)

ED 456 659

FL 026 884

Fishman, Joshua A.
Reversing Language Shift: Theoretical and Empirical Foundations
of Assistance to Threatened Languages. Multilingual Matters 76.

PUB DATE- 91

NOTE- 444p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (01), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Australian Aboriginal Languages; Basque; *Code Switching (Language); Ethnic Groups; Foreign Countries; French; Hebrew; Irish; Language Attitudes; *Language Maintenance; *Language Minorities; Language Planning; *Language Skill Attrition; Maori; Navajo; Official Languages; Second Language Instruction; Second Language Learning; Sociolinguistics; Spanish; Uncommonly Taught Languages; Yiddish

IDENTIFIERS- Australia; Catalan; Frisian; Germany; Heritage Language; Ireland; Israel; *Language Shift; National Policy; Netherlands; New Zealand; Quebec; Spain; United States

On the basis of detailed analyses of 10 threatened language-in-society constellations and three formerly endangered but now secure constellations, this book develops a closely argued theory of worldwide efforts on behalf of reversing language shift (RLS). It also applies this same line of reasoning to the problems of maintaining the intergenerational continuity of second languages, ethnic heritage languages, and classical religious languages. The book is divided into three sections and 14 chapters. Part one, "Language Shift and Reversing Language Shift: Introductory Considerations," includes four chapters: "What This Book Is About and Why It Is Needed"; "Why Try to Reverse Language Shift and Is It Really Possible To Do So?"; "Where and Why Does Language Shift Occur and How Can It Be Reversed? Locating language Shift in Social Space and Societal Dynamics"; "How Threatened Is Threatened? A Typology of Disadvantaged Languages and the Ameliorative Priorities." Part two, "Case Studies: A Baker's Dozen From Several Continents," has six chapters: "Irish: What More Can Be Done?"; "The Cases of Basque and Frisian"; "Four American Examples: Navajo, Spanish, and Yiddish (Secular and Ultra-Orthodox)"; "Maori: The Native Language of New Zealand"; "Prospects for Reversing Language Shift in Australia: Evidence From Its Aboriginal and Immigrant Languages"; "Three Success Stories (More or Less): Modern Hebrew, French in Quebec and Catalan in Spain." Part three, "Related Issues and Recapitulation," includes four chapters: "On RLS-Focused Planning and on Dialect-Standard Issues and Corpus Planning in Particular"; "The

practitioners toward Asian Americans differed significantly from attitudes toward students whose race was not specified. A closer examination indicated significant difference for 3 of 12 scenarios. In these situations, white student affairs practitioners expressed more positive attitudes toward Asian Americans. Though these results may seem to be desirable, they indicate that the attitudes of white student affairs practitioners are influenced by the racial/ethnic background of Asian Americans. This may indicate that perceptions of Asian Americans as a model minority may still exist. Differences in treatment of a group that are based on stereotypical beliefs, regardless of their perceived positive nature, limit opportunities and experiences and result in psychological distress. Some suggestions are given for student affairs practice. (Contains 1 table and 31 references.) (SLD)

ED 456 681

HE 034 232

Schlosser, Lewis Z.; Sedlacek, William E.
Religious Holidays on Campus: Policies, Problems, and
Recommendations. Research Report.

PUB DATE- 01

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/F feasibility (142)

DESCRIPTORS- *College Students; *Diversity (Student); Educational
Environment; *Educational Policy; Higher Education; *Religious
Holidays

IDENTIFIERS- University of Maryland College Park

An increase in the diversity of students' religious affiliations has necessitated that students affairs professionals address the role of religion in students' lives. This paper is an examination of the current policies at the University of Maryland concerning the observance of religious holidays, accompanied by a critique of these policies. Recommendations are provided for ways that faculty and staff can be more sensitive to the needs of students from minority religious groups and for policies concerning religious holidays that are more inclusive of all religious diversity. (Contains 11 references.) (Author/SLD)

ED 456 682

HE 034 233

Building One System: 2000 Annual Report.

PUB DATE- 01

NOTE- 54p.; For the 1999 annual report, "Blueprint for Missouri
Higher Education: Reporting the Results," see ED 444 447.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Access to Education; Annual Reports; Budgets;
Certification; *Computer Uses in Education; Degrees (Academic);
*Educational Finance; Educational Technology; Elementary
Secondary Education; Enrollment Trends; Faculty Development;
Financial Support; *Higher Education; *Institutional Mission;
Program Evaluation; Proprietary Schools; State Legislation;
Statewide Planning; Student Financial Aid; *Technical Education
IDENTIFIERS- *Missouri; Performance Based Funding

This annual report describes the actions of the Missouri
Coordinating Board for Higher Education and the activities of
the Missouri higher education community. The "Blueprint" of the
Coordinating Board has guided statewide planning for Missouri

AHECB Approved Academic Degree and Certificate Programs.

PUB DATE- 01

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC83 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *College Programs; *Colleges; *Degrees (Academic);

*Educational Certificates; Higher Education

IDENTIFIERS- *Arkansas

This document lists the degree and certificate programs approved by the Arkansas Higher Education Coordinating Board (AHECB) at each public institution of higher education, including community colleges and the various branches of the University of Arkansas and Arkansas State University. Programs are listed for 32 institutions. (SLD)

ED 456 793

HE 034 280

Restructuring and Collaboration Fund: Progress Report on Approved Projects in 2000.

PUB DATE- 01

NOTE- 125p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Colleges; Cooperation; Foreign Countries; Higher Education; Program Descriptions; *Program Implementation;

*School Restructuring

IDENTIFIERS- *England

This report, the third annual report on the Restructuring and Collaboration Fund (RACF) of the Higher Education Funding Council for England, summarizes the progress and projects being funded through the RACF that had been approved before the end of December 2000. Section 1 is a summary table listing all projects and grant allocations approved to that point. Section 2 gives an overview of the main types of projects and the main developments during 2000. Section 3 contains individual progress reports on continuing projects with contact details for further information. Section 4 lists the projects completed before January 2000 and notes the projects previously described. Section 5 outlines criteria against which projects are assessed, along with the standard terms and conditions that are applied to all approved projects. (SLD)

ED 456 784

HE 034 261

Student Aid Audio Guide, 1999. CD-ROM .

PUB DATE- 99

NOTE- 8p.; For the 2001-2002 "Student Aid Audio Guide," see ED 446 530. Also available in audiotape format.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Non-print Media (100)

DESCRIPTORS- *College Bound Students; Educational Finance; Eligibility; Federal Programs; Financial Aid Applicants; Higher Education; Optical Data Disks; *Paying for College; *Student Financial Aid; Student Loan Programs; Tuition Grants; *Visual Impairments; Work Study Programs

IDENTIFIERS- Direct Lending; Pell Grant Program; Perkins Loan

political, economic, and social issues facing New Zealand. Chapter 1 provides an overview of the issues and structures that create the current climate. Part II provides a history of adult literacy in New Zealand. Chapter 2 defines literacy for the 21st century; identifies how literate New Zealanders are, and considers literacy needs by industry. Chapter 3 provides a brief history of New Zealand's literacy movement, describes emergence of workplace literacy, and discusses theoretical underpinnings Freirean and competency-based models. Chapter 4 addresses national leadership and provision of services. Four case studies are presented in a two-page profile with this basic information: type of program; cost; goals; types of services; work-related outcomes; number of students; student selection; structure; curriculum; learner profile; funding sources; reason for literacy program; institutional profile; other factors that contribute to success; and student suggestions. A more detailed exploration follows of a series of questions on three themes: motivation, barriers, and benefits. Part III includes recommendations for a long-term, comprehensive, coordinated adult literacy strategy in Chapter 5, with implications for the United States in Chapter 6. Appendixes include the National Literacy Act: Public Law 102-73, and case study interview questions. (Contains 93 references, 7 tables, and 6 figures.) (VLB)

ED 456 220

CE 082 156

Hylop-Margison, Emery J.

Liberalizing Career Education: An Aristotelean Approach to Occupational Study.

PUB DATE- 01

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Career Education; Cultural Influences; Educational Change; Employment Potential; *General Education; *Integrated Curriculum; *Interdisciplinary Approach; Job Skills; Labor Relations; Liberalism; Lifelong Learning; Relevance (Education); School Business Relationship; Secondary Education; Social Environment; Social Structure; Unions; *Vocational Education

IDENTIFIERS- *Aristotle

A proposed expanded conception of liberal education embraces occupational study by adopting Aristotle's idea of intellectual virtue. Liberal study in Aristotelean thought recognizes the significance of both theoretical and work-related knowledge. Contemporary career preparedness programs undermine the cognitive component of intellectual virtue, erode liberal educational ideals, and threaten student agency in these five ways: (1) most omit potentially important areas of relevant content on labor union history or organizing human rights, cultural and environmental impact, and other criticisms of present global economic practices; (2) most portray existing social, economic, and labor market conditions in an ahistorical context and lack any implication that students have a legitimate democratic right to critique material circumstances affecting their lives and transform the conditions; (3) objectives consistent with developing attitudinal changes among students are improperly classified as generic employability skills to avoid providing sound ethical arguments for their curricular inclusion; (4) scope of critical thinking, problem-solving, and other cognitive competencies is limited to

Learning Format" (Bill); "Aviation Skills Training in the Army National Guard" (Bond, Pugh); "Adapting e-learning Tools from Educational to Training Environments" (Bonk, Wisher); "University of Wisconsin Pilot Dairy Distance Education" (Brannstrom, Cates); "Videoconferencing in the Nation's 5th Largest Public School System" (Butler-Pearson); "Online Faculty Workshops" (Campbell); Building a Learning System Using a Combination of Classroom and Distance Learning" (Campbell, Merchant); "Tutor Personality as a Contributing Factor of Teaching Effectiveness in Distance Education" (Chan); "Hong Kong Adult Education Concerns for Internet Technology" (Bruce, Venus); "Using WebCT to Redesign a Large Lecture Freshman Class" (Cole et al.); "Helping Faculty Design Effective Online Courses" (Darden, Greer); "National Guard Bureau Distributive Training Technology Project" (Donovan); "Supporting and Hosting Web-Based Learning Systems in the University of Wisconsin System" (Douglas); "Creating Successful Online Discussions" (Draves); "Strategies, Protocols, and Policies for Student Management in Online Courses" (Fleck, McQueen); "Adding Up the Distance" (Foshay, Perez); "Adapting Traditional Instruction to Distance Learning" (Gallmann, Kagle); "The UT System MBA Online Adventure" (Gaulden, Hardy); "Collaborative Distance Learning for Advanced French Oral Proficiency in Professional Contexts" (Germain-Rutherford, Halzen); "Model-Centered Instruction" (Gibbons, Willden); "Building Web-Based Instructors" (Giles, Thompson); "Using the Seven Principles of Good Practice to Evaluate Online Courses" (Graham et al.); "Designing a World Wide Web Project Using Streaming Video" (Greenberg); "Transforming Faculty Development Workshops into Learner-Centered Experiences" (Guan et al.); "There's Nothing Virtual About It" (Hardy et al.); "Captivating Your Audience from a Distance" (Horton, Haywood); "Problem-Based Learning in an Online Course" (Ingebritsen, Cheaney); "Instructional Television in Wisconsin" (Jeffers et al.); "Relationship of Group Processes to Virtual Learning Team Performance" (Johnson et al.); "Interactive Television" (Kopitzke, Nickels); "Activity-Based Costing Models" (Kraenzel, Smith); "We're in This Together" (Lawson et al.); "Bridging the Gap Between Practice and Knowledge" (Lewis et al.); "Case Study of a Large-Scale Use of Asynchronous, Multinational, Collaborative Learning at the Graduate Level" (Lopez-Islas et al.); "Why You Need a Training Management System and How to Get the Right One" (McCaffrey et al.); "XML Your Course Here /XML" (Nealy, Reaser); "Building Online Learning Communities in a Graduate Program in Adult Education" (Merrill); "Use of a Social-Behavioral Model in the Development of a Distance Course for Adults with Vision Loss" (Moisey); "Selecting Pedagogical Methods Based on Learning Requirements" (Molenda); "Satisfying the Stakeholders" (Molenda et al.); "Key to a Dynamic Learning En

ED 456 236

CE 002 194

Martinez, Paul
College Improvement: The Voice of Teachers and Managers.
PUB DATE- 01

NOTE- 52p.; Reports findings of the Raising Quality and Achievement (RQA) Programme run in Partnership with the Association of Colleges and Sponsored by the Department for Education and Employment.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Academic Persistence;

Administrator Attitudes; College Attendance; College Faculty;

Individual Development; Social Change; *Teacher Attitudes;
Teacher Surveys; *Thinking Skills
IDENTIFIERS- Constant Comparative Method; Critical Reflection;
Grounded Theory

A study attempted to derive the meaning of critical thinking in adult education through exploration of graduate faculty members' perceptions and perceived practices of critical thinking in adult education. Grounded theory methodology was used to explain the meaning of critical thinking to adult educators. The primary data sources were unstructured interviews with 12 adult educators who currently teach or have previously taught adult education courses in institutions in the United States that offer graduate degrees in adult education. Other data sources included relevant documents and field notes. Data were analyzed and coded using the constant comparative method. The analysis of data uncovered four themes based on participants' perceptions: the goals of adult education; conceptualizations of critical thinking; impacts on teaching; and importance of critical thinking in adult education. Four conclusions were drawn: (1) there are conflicting and contested goals of adult education; (2) there is little agreement about the conceptualization of critical thinking by graduate faculty in adult education; (3) graduate faculty in adult education may or may not be fostering critical thinking skills in their students; and (4) what matters in adult education may not be critical thinking but critical reflection. Further research on the needs for critical thinking in adult education and the possibility of moving from individual development to social development as the goal of adult education is suggested. (Contains 248 references.) (Author/KC)

ED 456 252

CE 082 232

Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001).

PUB DATE- 01

NOTE- 925p.; For earlier proceedings, see ED 452 418-420. For individual monographs, see CE 082 233-311. Some papers were not published in the proceedings and are represented by abstracts only.

LANGUAGE- English

EDRS Price- MF06/PC37 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Action Research; *Adoption (Ideas); Adult Education; Case Studies; Classroom Techniques; Competency Based Education; Computer Uses in Education; Delivery Systems; Distance Education; Dropout Research; Education Work Relationship; Educational Administration; Educational Change; Educational Opportunities; Educational Policy; *Educational Practices; *Educational Research; Educational Technology; Employed Women; Employment Patterns; Equal Education; Foreign Countries; Human Resources; Information Technology; Job Placement; Labor Force Development; Models; National Programs; Outcomes of Education; Partnerships in Education; Policy Formation; Postsecondary Education; Research and Development; *Research Australia; China; Germany; Great Britain; Japan; Learning Organizations; New Zealand; TAPE (Australia); United States

IDENTIFIERS- *Australia; China; Germany; Great Britain; Japan; Learning Organizations; New Zealand; TAPE (Australia); United States

This document contains 95 papers and summaries of 5 poster

Development; *Meat Packing Industry; Needs Assessment;
Occupational Safety and Health; Postsecondary Education;
Program Administration; Program Development; Secondary
Education; Strategic Planning; Vocational Education
IDENTIFIERS- *Australia (New South Wales)

The abattoir (meat processing) industry is facing a number of challenges in Australia, including introduction of technology, safety standards, restructuring, and development and implementation of an effective training culture. The training strategy will effectively target existing training resources for the industry and upskill employees in a range of essential requirements, including occupational health and safety, supervision, quality assurance, meat safety, language and literacy, management, workplace assessment, and training and information technology. The need for vocational education and training (VET) is essentially determined by a complex interaction of factors associated with the VET market. The VET market consists predominantly of various individuals, organizations, and providers of VET programs and services who require learning outcomes associated with VET. Among the critical stages of training strategy implementation are these: form a steering group; establish links and coordinate with the New South Wales (NSW) Premier's Department and the NSW Meat Processing Industry Restructuring Program; prioritize training needs; develop guidelines and procedures for strategy and procedures implementation; circulate instructional materials to targeted workers and evaluate. A variety of training needs and requirements for the meat processing industry have been identified through a research process. Case management is indicated for targeted industry employees through structural adjustment assistance. This assistance will facilitate a number of pathways for individual target group employees. (VLB)

ED 456 268

CE 082 248

Cumming, Jim; Owen, Christine
Reforming Schools through Innovative Teaching.

PUB DATE- 01

NOTE- 7p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232. Produced with the Enterprise and Career Education Foundation and the Dusseldorf Skills Forum.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Case Studies; Developed Nations; *Educational Change; Foreign Countries; *Instructional Innovation; *Knowledge Base for Teaching; Mentors; Secondary Education; *Secondary School Teachers; *Teacher Characteristics; Teacher Improvement; Teaching Methods; Teaching Skills; Values

IDENTIFIERS- *Australia

This executive summary describes a resource about innovative teaching that profiles and analyzes the work of eight educators working in secondary school communities in Australia. Each case study in the resource is intended as a stand-alone snapshot of good practice in which voices of students, colleagues, principals, and community members illuminate teachers' work from their perspectives. Those profiled are considered by the authors to be ordinary teachers doing extraordinary things, managing to sustain their level of innovativeness, and making

Relationship; *School Effectiveness; School Holding Power; Secondary Education; Social Networks; Success; *Vocational Education

IDENTIFIERS- *Australia (Queensland)

A qualitative research approach was used to examine how one vocational education and training (VET) school in rural Australia contributed to its community and the complex role of leadership in the process. The study focused on the VET in Schools program in Cooktown in Far North Queensland. The following data collection activities were conducted: (1) semi-structured interviews with purposively selected students, school staff, parents and other community members, and representatives of industry and community groups; (2) researchers' observation; and (3) a review of written documentation. The initiative for the VET in Schools program came from two teachers at Cooktown State School who were concerned with the failure of the mainstream curriculum to cater to certain students. The program was developed through a school-community partnership that was formalized by formation of a management committee comprising representatives of all stakeholder groups in the community. The project has resulted in increased in student attendance and retention rates and has enabled students to identify their place in and value to the community. The program's success was attributed to a leadership process focusing on extensive consultation with stakeholders and a willingness to take risks by pushing traditional boundaries of government policy and practice. (Contains 25 references.) (MH)

ED 456 285

CE 082 265

Johnston, Robyn; Hawke, Geof

Drivers of Learning Cultures within Organisations: Findings from Case Studies.

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); Adult Learning; Agricultural Occupations; Case Studies; Change Agents; Cultural Context; Delivery Systems; Economic Change; *Education Work Relationship; Educational Environment; Employment Practices; Feedback; Foreign Countries; Health Services; Informal Education; Information Technology; Job Training; *Learning Motivation; Learning Processes; Lifelong Learning; Manufacturing Industry; Models; *Organizational Climate; Organizational Development; Organizational Objectives; Postsecondary Education; Private Sector; Productivity; Public Agencies; Public Sector; *Vocational Education; *Work Environment

IDENTIFIERS- *Australia; *Learning Organizations

The factors driving learning cultures within organizations were examined in case studies of seven organizations in New South Wales and South Australia. The seven organizations represented the pharmaceutical manufacturing, community services and health, agriculture, information technology, and local government sectors. In some cases, organizations' commitment to learning was characterized primarily by the establishment or expansion of formal on-the-job and off-the-job

ED 456 302

CE 082 282

Phan, Oanh

The Effectiveness of Enabling Courses in Assisting Individuals To Progress to Other Training Programs.

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Adult Education; *Compensatory Education; Developed Nations; Disabilities; *Disadvantaged; *Educational Mobility; Educational Research; English (Second Language); Females; Foreign Countries; Indigenous Populations; *Job Training; Limited English Speaking; Literacy Education; Middle Aged Adults; *Remedial Programs; Supplementary Education; Transitional Programs; *Vocational Education

IDENTIFIERS- *Australia

A study used data collected under the Australian Vocational Education Training and Management Information System Standard to examine the effectiveness of enabling courses (lower-level preparatory and pre-vocational) in assisting members from "disadvantaged" backgrounds to progress to other training programs. It also identified factors that influence the likelihood of these individuals enrolling in a course at a higher level of qualification. Students who completed an enabling course in 1997 were tracked in 1998. The level of qualification of the course undertaken by these students in 1998 was compared to the level of qualification of the enabling course completed in 1997. Findings indicated enabling courses produced positive outcomes for many people. Nevertheless, while not all enabling course students were moving from one enabling course to another, the tendency for some students to enroll in the same level of qualification in the following year raised some concern. Moreover, those who decided to enroll in the same level of qualification in the following year were usually enrolled in the same enabling course. These students were more likely to be women, adults aged 40-64, students with a disability, students from a non-English speaking background, and students whose highest level of secondary schooling was year 9 or below. (YLB)

ED 456 303

CE 082 283

Plane, Karen

Community Capacity Building in Regional VET: Small Business and Developing an Integrated Lifelong Learning Community.

PUB DATE- 01

NOTE- 17p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Community Development; Community

attempting to make it fun through an "expedition" approach, but half of those who started were lost to "lack of time," "other priorities," and "loss of motivation." Still, some of the managers learned to use an online forum, conducted informal and formal online chats with each other, gained competence in using the World Wide Web platform for online learning, and increased their awareness of the Internet and browser use, online training options, and online student management. The project concluded that the project was effective as an example of participatory research and in teaching managers how to implement online courses, but that more support and technical expertise is needed and that team size should be reduced. (KC)

ED 456 319

CE 082 300

Smart, Linda; Fennessy, Ben
Technology: An Additional Tool for Learners.

PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Adult Education; Adult Students; College Programs; Computer Oriented Programs; *Computer Software Development; Computer Uses in Education; *Continuing Education; *Courseware; Curriculum Development; Developed Nations; Educational Change; Educational Resources; Educational Technology; Educational Trends; Foreign Countries; Futures (of Society); Independent Study; *Instructional Design; Instructional Innovation; *Learner Controlled Instruction; *Lifelong Learning; Models; Postsecondary Education; Program Development; Teaching Methods; Technological Literacy

IDENTIFIERS- *TAFE (Australia)

It is increasingly necessary to encourage lifelong learning in order to keep pace with the Information Age. As learners increasingly take charge of their own learning, however, they will require support to enable them to achieve their goals--and a variety of learning opportunities will need to be created. Learners' interests, imagination, and creativity are the starting points for planning computer-supported learning experiences. Learning is constructed not by computers, however, but through the interaction and the management of software tools, the desire of learners to understand their world, teachers' support and guidance, the integration of computer access and use into everyday activities, and teachers' understanding of the technology. The technical and further education (TAFE) system in Australia, through its TAFE Frontiers program, is committed to the learner-centered approach to resource development, in order to challenge and push developers' thinking beyond their immediate framework; to keep abreast of current technological advances; to guide development teams to pick the most appropriate media for their targeted learning group and learning content; and to maintain quality resources that support lifelong learning, access, and equity. The model for learner-centered education, as provided in the TAFE Frontiers' Developers Kit, should include analysis of the target learners, design for best practice, development of appropriate strategies, and review. (KC)

Proceedings (St. John's, Canada, October 26-28, 2000).
 SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
 PUB DATE- 00
 NOTE- 66p.; Supported by the Literacy Development Council of
 Newfoundland and Labrador and the Department of Education.
 LANGUAGE- English
 EDRS Price- MF01/PC03 Plus Postage.
 PUB TYPE- Collected Works - Proceedings (021)
 DESCRIPTORS- Adult Basic Education; Basic Skills; Brain;
 *Community Education; Conferences; Databases; Early
 Intervention; Educational Cooperation; Educational Needs;
 Educational Opportunities; Educational Policy; *Educational
 Practices; *Family Literacy; Financial Support; Foreign
 Countries; Government Role; Government School Relationship;
 *Intergenerational Programs; Lifelong Learning; *Literacy
 Education; National Programs; Parent Participation; Parent
 School Relationship; Parent Teacher Cooperation; Partnerships
 in Education; Perceptual Development; Program Content; *Program
 Development; Public Policy; Reading Consultants; Strategic
 Planning; Success; Workshops
 IDENTIFIERS- Labrador; *Newfoundland; Place Based Education;
 Sense of Community; United Kingdom

This document contains the proceedings of a conference on family literacy that was attended by representatives of community-based literacy and family literacy programs in Newfoundland and Labrador. The document begins with an executive summary of the conference activities. The texts of the following keynote addresses are presented: "A Thousand Cups of Tea" (Mary Gordon); "The Basic Skills Agency" (Elizabeth Hanson); and "Roots of Empathy" (Mary Gordon). The conference workshops, which dealt with the following topics, are summarized: extending families; supporting family literacy through community-based programs; development of a strategic literacy plan; early brain development and literacy; early intervention and the role of the reading specialist; overcoming barriers through innovative literacy practices; reading as a family affair; strategic literacy funding; Canada's National Adult Literacy Database; building community capacity through intergenerational learning; parent involvement in lifelong learning; and factors underlying successful literacy programs. Presented next is a summary of the final plenary session, during which participants split into four groups and examined the question of how to further develop family literacy in the Province of Newfoundland. Concluding the document are results of the conference evaluation, a list of conference publications, the publication distribution list, and a list of conference participants. (MH)

ED 456 337

CE 082 371

Revising the Standard Occupational Classification System. Report
 929.

PUB DATE- 99

NOTE- 28p.; Based on an article by Chester Levine, Laurie Salmon
 and Daniel H. Weinberg which appeared in the "Monthly Labor
 Review" (May 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications
 (134), Reports - Descriptive (Program/Project Descriptions) (141)
 DESCRIPTORS- Agency Cooperation; Agency Role; *Classification;
 *Cluster Grouping; Comparative Analysis; Coordination;
 Definitions; Information Management; Information Policy;
 Information Systems; *Job Analysis; Job Skills; *Occupational

ED 456 360

CG 031 121

Media Advocacy. Technical Assistance Packet.

PUB DATE- 00

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - General (130), Reports -

Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Advocacy; Alcohol Abuse; Behavior Modification;
Community Action; Guns; *Influences; Intervention; *Mass Media
Role; Public Health; Public Policy; Social Influences;
*Substance Abuse; Violence

Media advocacy is an environmental strategy that can be used to support alcohol and other drug prevention and policy development efforts. It helps shift the focus from understanding public health issues as individual problems to understanding them as social conditions that require collective behavior changes. Successful media advocacy uses the media as a vehicle to convey campaign and organizational messages about substance abuse and gun violence to large audiences. This paper lists the names of national organizations, publications, and community leaders who can be used as resources for communities undertaking initiatives in the area of media advocacy. (Contains 11 resources.) (JDM)

ED 456 361

CG 031 122

Managed Care and Substance Abuse. Technical Assistance Packet.

PUB DATE- 00

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- At Risk Persons; Health Care Costs; *Health
Maintenance Organizations; Mental Disorders; Outcomes of
Treatment; Program Effectiveness; *Public Health; Substance
Abuse

IDENTIFIERS- Addictive Behavior; Brief Therapy

The rapid expansion of managed care raises questions about services for those at risk for, or those suffering from, mental and addictive disorders. Managed care requires communities to assess the issues affecting clients and the treatment providers. This type of care is designed to be cost effective. While treatment can be effective, it must be determined how much treatment and what components of treatment are most successful. The current push to shorten time in treatment can have destructive consequences. Specific outcome data is needed to support an expansion of treatment. This paper helps communities recognize and address the issues concerning the consequences of this type of health care. A list is included of national organizations, publications, and the names of community leaders who are expert in the field to provide additional information. (JDM)

ED 456 362

CG 031 123

Funding. Technical Assistance Packet.

PUB DATE- 00

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055).Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; *Counseling Effectiveness; *Counselor Evaluation; Group Counseling; Higher Education; *Peer Counseling; Professional Development; Student Problems; *Supervision

Peer counseling is a method for improving educational and counseling effectiveness in which counselors work together to implement strategies through a systematic process of following group formation in supervision. It has the goal of improving counseling and educational activities and developing an atmosphere of collegiality and experimentation. Peer coaching can be used to bring about improvement of teaching when college counselors coach each other in the experimentation of newly acquired strategies. The first part of this document, Peer-Coaching in Group Supervision, is divided into two formats. Format A contains examples of sessions concerning classroom and work problems. Format B discusses problems that rise to the level of a psychiatric classification. It presents creative techniques for peer counseling in group supervision along with case illustrations. The second part of this document, the Summative (End-of-the-Year) Evaluation Counselor Growth Portfolio, contains a sample of a year-end evaluation of the teacher in the classroom; the counselor in the classroom; students' evaluation of counselors in and out of the classroom; and counselors' professional growth and development. Appendixes include a pre-observation worksheet, a post-observation worksheet, and an evaluation of classroom observer questionnaire (JDM)

ED 456 385

CG 031 181

Rita, Emilio Santa

The Interview: Hiring the College Counselor.

PUB DATE- 01

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055).Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Check Lists; *Employment Interviews; Higher Education; Job Applicants; *Personnel Evaluation; *Personnel Selection; *School Counselors

This guide contains step-by-step information needed in the hiring of a college counselor. It begins with information on how to screen applications for the job. Next is a checklist on preparing for the interview, followed by a number of warning signals the interviewer should watch for. Examples are included of specific questions to ask at the interview. Issues that relate to the candidate's creativity, initiative, and problem solving are also addressed. It explains how to address questions involving professional growth and development, and ways to determine how a candidate may contribute to the department. There is a post-interview reflections summary and a finalist summary to help make candidate selection easy. Web sites are listed for additional interview questions. (JDM)

ED 456 386

CG 031 183

Planning; Elementary Secondary Education; Librarian Teacher Cooperation; *Literature Appreciation; Reading Interests; *School Libraries
 IDENTIFIERS- *Illustrators; Special Events; Technology Integration; *Visiting Authors
 This book aims to help library media specialists and teachers build a love of reading and promote reading comprehension, all while experiencing the fun and excitement of an author or illustrator visit. The book provides step-by-step help in organizing actual author/illustrator visits or "virtual" celebrations--including curricular activities. It covers all the necessary steps: from choosing the author/illustrator to obtaining books and resources to helping teachers publicize the event; events can be actual visits, "proxy visits," "read-ins," or visits by e-mail. The book details ways to help gather community support, plus new ways to obtain funding and involve co-sponsors. It includes reproducible forms to help make any event flow smoothly and also contains updated contact and related information in a resource section. Following an introduction, the book is divided into these sections: (1) Benefits of an Author/Illustrator Visit; (2) Getting Organized; (3) Making Decisions; (4) The Author/Illustrator Focus; (5) Making the Day Shine; (6) After the Visit; (7) No Excuses; (8) Forms; and (9) Resources. (Contains an author/illustrator index.) (NKA)

ED 456 407

CS 014 347

Raphael, Taffy E.; Kehus, Marcella; Damphousse, Karen
 Book Club for Middle School.
 PUB DATE- 01
 NOTE- 202p.
 LANGUAGE- English
 EDRS Price- Document Not Available from EDRS.
 PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adolescent Literature; *Classroom Techniques; Instructional Effectiveness; Lesson Plans; Middle Schools; Novels; *Reading Instruction; *Reading Motivation; *Reading Programs; *Thematic Approach

IDENTIFIERS- *Book Clubs; Response to Literature; Student Led Activities; Writing about Literature

Book Club started over 12 years ago with the goal of creating an alternative context for reading instruction--one that would get students excited about reading and discussing books. Since then, Book Club's combination of excellent literature, relevant writing activities, and student-led discussion groups has proven effective in classrooms. This guide was developed to help both beginning and experienced teachers implement Book Club in their middle-level classrooms. Chapters 1-5 of the guide explain the program and offer teaching strategies, while Chapters 6-8 provide detailed lesson plans for several theme-based units. In addition to the guide, the Book Club Web site can be used by teachers to involve the class in book discussions with students at other schools, interact with other Book Club teachers, obtain additional novel guides, and access a variety of professional development sources. (Contains blackline masters and a bibliography which includes books, short works, media resources, and teacher resources both books and articles.) (NKA)

ED 456 408

CS 014 348

condition received the combined metacognitive word identification and reciprocal teaching program. Subjects in two control conditions received either normal classroom word study and comprehension activities or reciprocal teaching of comprehension combined with traditional methods for identifying unfamiliar words. Measures of improvements in word identification, metacognitive awareness and monitoring of word identification strategies, and comprehension were taken on several occasions during the study. Results indicated that a combination of metacognitive word identification strategies and reciprocal teaching of comprehension was clearly more effective than normal classroom word study and comprehension activities or reciprocal teaching of comprehension with traditional methods of word identification. Results also indicated that a classroom-based model of implementation appears to be more successful when teachers have responsibility for its implementation from the beginning. The implications of these findings for classroom practice are discussed, along with the limitations of the study and suggestions for further research. (Contains approximately 150 references, and 6 tables and 5 figures of data.) (Author/RS)

ED 456 430

CS 014 495

Bradshaw, Paula

At-Risk in First Grade.

PUB DATE- 01

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Case Studies; Early Intervention; Grade 1; *High Risk Students; *Instructional Effectiveness; Primary Education; Program Implementation; Remedial Reading; Staff Development
IDENTIFIERS- Direct Instruction; Phonemic Awareness; Reading Recovery Projects

Reading Recovery has proved to be an effective intervention for meeting the needs of at-risk first graders. When Reading Recovery is not fully implemented in a school, the teacher then assumes responsibility for intervention. This project addresses how a regular education, first grade classroom teacher can best meet the needs of first grade children with special literacy needs. Children enter first grade with diverse literacy needs. Those who are more economically disadvantaged often have a greater need than those who come from more enriched homes. However, it is not just an issue of economics; it is an issue of literacy deprivation. Research has revealed that there are common threads to appropriate interventions for at-risk readers. Although there is no one perfect method, strategies tend to include Reading Recovery techniques. Some important methods include good first whole class teaching of phonemic awareness, alphabetic principle and meaning making strategies. Interventions for those at-risk include 30 minutes of one on one tutoring with each child. These intervention lessons should include leveled reading, guided reading, and direct, individualized, phonemic instruction. School wide staff development in specific teaching strategies and a consistent instructional approach in the classroom can be very beneficial to at-risk learners. (Contains 33 references and a chart of data.) (Author/RS)

ED 456 431

CS 217 300

Tulasiewicz, Witold

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Communication; Classroom Research; Communication Research; Discourse Analysis; Ethnography; High Schools; Longitudinal Studies; *Science Instruction

IDENTIFIERS- Conversation

One especially productive avenue of research is the close analysis of classroom talk. In the micro-ethnographic approach used in this study, conversation is not simply a metaphor, but becomes the unit of analysis. For the study, one key element to the functioning of thinking communities is the way they are co-constructed by participants. While all the talk that occurs in any given classroom is potentially relevant to some aspect of learning and achievement, it is the discussion of the subject matter--the content--that can provide crucial insights into the kinds of learning and achievement that are valued and made available in schools. This paper focuses on the subset of data involving exchanges coded by the field team in the classroom as subject matter exchanges; data are drawn from a 5-year longitudinal study of language use in linguistically and culturally diverse subject matter classrooms. The paper explains that, during data collection, research teams of two people were in each classroom, with two video cameras; team members also took observational field notes during classes, and periodically interviewed teachers and students. It notes that the dominant pattern for classroom discourse is teacher-centered, but classroom discourse research has begun to acknowledge student-initiated discourse. The paper finds that, after reviewing the discourse in two high school science classrooms in some detail, the observation is that learning and achievement is accomplished by the construction of thinking communities through quite different discourse practices. It notes some issues relevant to the co-construction of classroom discourse practices across the two classrooms. (Contains 23 references.) (NKA)

ED 456 452

CS 217 693

Jago, Carol
With Rigor for All: Teaching the Classics to Contemporary Students.

PUB DATE- 01

NOTE- 160p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Classics (Literature); *Classroom Techniques; *English Curriculum; *English Instruction; *Epics; Films; High School Students; High Schools; Teacher Role

IDENTIFIERS- *Response to Literature

This book challenges the current penchant in United States education for "dumbing down" and anthologizing literature for secondary learners. The book provides a rationale for teaching the classics to all high school students. It offers a wealth of ways for English teachers to do what they yearn to do in their own classrooms: teach "the good stuff." It presents ways to engage students, to make classics and youngsters come alive. The book also offers practical suggestions for overcoming the problems teachers face when teaching the classics: length,

ED 456 474

CS 510 614

Fletcher, Alan D.
Educators and Practitioners Look at the Advertising Curriculum.
PUB DATE- 01

NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Advertising; Curriculum Research; Higher Education; Mass Media; National Surveys; Questionnaires

IDENTIFIERS- Advertising Education; Association for Ed in Journalism and Mass Comm; Research Replication

A 1989 comprehensive report addressed the then-current status of curricula in all of the mainstream components of most mass communication programs: journalism, advertising, broadcasting, magazines, public relations, and visual communication. Recently, a study replicated the advertising portion of the original report, using a questionnaire based largely on the original and employing subsamples of respondents that match or are similar to the original subsamples. In the original study, respondents were asked to rate the importance of general areas of study in a liberal arts program and also to rate the importance of specialized areas of study usually found in advertising curricula, such as copy and layout and media planning. Two groups constituted the sample: educator members of the Advertising Division of the Association for Education in Journalism and Mass Communication (AEJMC) and presidents and education chairs of local professional advertising associations. Results in 1989 demonstrated very strong agreement between educators and practitioners in the relative importance of general areas of study as well as specific advertising and advertising-related courses. And as in the earlier study, in the current study it appears that professors and practitioners of advertising are largely in agreement about the relative importance of various general areas of study. Like the earlier study, this study showed no dramatic differences between educator and practitioner views of what is important in the typical advertising curriculum. The conclusion of the original curriculum study appears to be appropriate for this study--that advertising education "is attuned to the needs of the marketplace." (NKA)

ED 456 475

CS 510 615

McManus, John; Dorfman, Lori
Framing Youth Violence.

SPONS. AGENCY- California Wellness Foundation.

PUB DATE- 01

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Content Analysis; Elementary Secondary Education; Journalism Research; Mass Media Role; News Reporting; Newspapers; Theory Practice Relationship; Violence

IDENTIFIERS- Media Coverage

Have quality newspapers incorporated what scholars have learned

have shaped and are shaping it, especially Public Act 112 of 1994, and the challenges it presents to school board members, parents, taxpayers, teachers, and students. Recommendations to school boards on what to bargain and what not to bargain are also included. Part II analyzes collective-bargaining agreements, obtained using the Freedom of Information Act, from each of Michigan's 583 school districts, identifies 8 key provisions that commonly hinder the educational process, and makes recommendations on how school boards can best improve their ability to provide the best education. Part II also reviews seven court rulings on collective-bargaining agreement issues and advises school districts on how to avoid contract provisions that might expose them to costly legal and financial penalties resulting from employee lawsuits. Employees' workplace rights are also explained, while demonstrating the school district's role in protecting those rights. Appendixes include Health Care Options for School Districts, Select Data from 583 Michigan K-12 Collective Bargaining Agreements, and Michigan School Financial Data. (Contains 122 references.) (DHR)

ED 456 497

EA 031 158

LeFevre, Andrew T.; Hederman, Rea S., Jr.
Report Card on American Education: A State-by-State Analysis,
1976-2000.

PUB DATE- 01

NOTE- 116p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Budgeting; Charter Schools;
*Competition; Educational Change; Elementary Secondary
Education; *Expenditures; Public Schools; *Resource Allocation;
Salaries; *Statistical Data; *Student Improvement

This report follows closely on the footsteps of the previous 7 editions published by American Legislative Exchange Council in presenting the basic facts about public elementary and secondary education in the 50 states and the District of Columbia. The report contains more than 90 tables and 25 figures that display, in various ways, more than 100 measures of educational resources and achievement. These measures and the analysis based on them have become an invaluable tool for lawmakers working to improve America's beleaguered education system. Despite a significant increase in resources being spent on primary and secondary education, student performance has improved only slightly. Throughout the United States, per-pupil expenditures have increased by more than 22.8 percent over the past 2 decades, yet 69 percent of American 8th graders are still performing below proficiency in reading. The report enforces the growing consensus that simply increasing spending on education is not enough to improve student performance. The findings demonstrate that there is no evident correlation between pupil-to-teacher ratios, spending on school infrastructure, and teacher salaries, on the one hand, and education achievement as measured by various standardized tests scores, on the other. The tremendous growth and popularity of charter schools indicate that improving student achievement is not based on dollars spent, schools constructed, or even teachers hired. Instead, improvements are realized by parental involvement, the decentralization of district-controlled public schools, and strong family structures. Appendixes include methodology and technical notes, rankings of states by academic achievement, a bibliography, and endnotes. (DHR)

How does a principal create a context for change? (2) Is school culture acknowledged as an integral consideration in the process and, if so, in what ways? (3) Does the principal address individuals before considering the system and, if so, in what ways? and (4) What are other realities integral to the change process? Interview questions were presented to nine faculty and staff members of Apple Valley Elementary School, including the principal. Data analysis shows that the majority of respondents viewed the change process as a team effort with principals as facilitator of dialogue and teachers as communicative participants. The principal was viewed as the key change agent who purposely created a context for change. School cultural factors such as shared beliefs, attitudes, and norms were important in shaping the context for successful change. School administrators should carefully consider both individual and group needs of faculty members when promoting a particular change. Knowledge generated from this study can also be helpful in designing professional development for educators. (Contains 38 references.) (RT)

ED 456 517

EA 031 190

Standards and Indicators for School Improvement: A Kentucky Model for Whole School Improvement.

PUB DATE- 00

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Assessment; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Government Publications; *Standards; State Action; Statewide Planning

IDENTIFIERS- *Educational Indicators; *Kentucky

This document contains a tool that defines elements of whole-school improvement that school leaders can put into effect at elementary through secondary school levels. The school principal, in collaboration with other members of the school council, can use it to prepare a school portfolio and school profile for self-study or needs assessment. Indicators are organized by standards in the following areas: curriculum; classroom evaluation/assessment; instruction; school culture; student, family, and community support; professional development, growth, and evaluation; leadership; organizational structure and resources; and comprehensive and effective planning. The levels of implementation of all these indicators (from little or no implementation to exemplary development) allow school leaders to determine "where the school is now." The school leadership team selects the level of implementation appropriate for each indicator, documents the evidence supporting that level of implementation, and then analyzes the evidence in assessing school district accountability. This tool should be used throughout the school year for school-plan development monitoring and review. This strategy will help to determine what elements of the plan have been implemented and to what degree, and can help school leadership focus on how effective they are in implementing them. An appendix lists Kentucky's learning goals and academic expectations. (RT)

ED 456 518

EA 031 191

(120)

DESCRIPTORS- *Educational Philosophy; Educational Sociology; Elementary Secondary Education; *Organizational Theories; Postsecondary Education; *Social Science Research; Social Scientists; Social Theories; *Sociology

The basic concepts of the positivistic paradigm are traced historically in this paper from Aristotle through Comte, the Vienna Circle, empiricism, Durkheim, sociobehavioral theory, and organizational theory. Various concepts have been added, deleted, and transformed through positivism's history, but its fundamental basis has remained the same: Objective reality exists that can be known only by objective means. Underlying this reality are organizational principles, and, thus, reality is inherently ordered. The ultimate purpose of positivism is to control and predict human and natural phenomena. Sociobehavioral and organizational theory apply positivism's basic concepts to the study of society and organizations. Under this paradigm, sociobehavioral theorists view society as an independent entity with inherent order underlying society and individual behavior. Human behavior is studied as a natural type of behavior via the empirical method in order to control and predict human social behavior. Positivistic organizational theorists posit that organizations that are inherently ordered are independent entities that can be studied as a type of social structure by empirically testing organizational behavior with the ultimate goal of controlling and predicting organizational behavior. (Contains 35 references.) (RT)

ED 456 537

EA 031 227

Colvin, Geoff; Sugai, George; Kameenui, Edward
Curriculum for Establishing a Proactive School-Wide Discipline Plan.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 94

NOTE- 68p.; A publication of Project PREPARE (Promoting Responsible, Empirical, and Proactive Alternatives in Regular Education), Behavioral Research and Teaching, College of Education, University of Oregon. Additional Resources section of this document is not available from ERIC.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Classroom Techniques; *Discipline; Elementary Secondary Education; *Socialization; *Teacher Education

This handbook has been designed to assist educators in their attempts to assess, develop, implement, and monitor schoolwide discipline programs. It contains the main components and implementation guidelines for a complete schoolwide discipline plan. Brief explanations, procedural guidelines, examples, and worksheets are included to enable users to build and/or modify a schoolwide discipline plan that meets the unique needs of their students and staff. The same instructional approach used to teach academic content and skills is applied systematically to the teaching of appropriate social behaviors to students described as "at-risk," "disadvantaged," "behavior disordered," "emotionally disturbed," "undersachieving," and so forth. This handbook contains practical features such as worksheet activities and illustrative examples of guidelines and principles. Used in combination with its accompanying

education, commonly referred to as "Leandro." The "Leandro" Supreme Court opinion and subsequent court rulings add a model of adequacy that dovetails almost perfectly with standards-based education reform. Model elements include: (1) The court will not require a major overhaul of North Carolina's education system or funding system; (2) the court has significantly limited the scope of potential constitutional issues; (3) the ABCs accountability program is a critical component of the state's constitutional obligations; (4) the court aligns constitutional standards with the ABCs by setting grade-level proficiency as a clear benchmark for whether a child is on track to receive a sound basic education; (5) the court sets a requirement that local school districts must use all available resources first to provide all children with an equal opportunity to receive a sound basic education; and (6) the state is constitutionally obligated to provide preschool for at-risk 4-year-olds. The court deferred to the state legislative and executive branches in prescribing how to provide preschool. An outcome of the rulings is the inclusion of the state accountability program in the adequacy framework. (Contains 52 references.) (RT)

ED 456 557

EA 031 261

Cooper, Harris

Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief.

SPONS. AGENCY- National Inst. on the Education of At-Risk Students (ED/OERI), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.; Department of Education, Washington, DC.

PUB DATE- 01

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; Educational Improvement; Educational Quality; Elementary Secondary Education; Meta Analysis; Remedial Instruction; School Effectiveness; *Summer Schools

This policy brief reviews research on the effectiveness of summer-school programs. It begins with a short history of the current school calendar, including how 19th century agrarian life required children to stay home during the summer to attend to crops or livestock. Next, a meta-analysis of 13 studies brings to light the effects long summer breaks have on students, such as the loss of 1 month on achievement test scores, and the significant loss of math and spelling skills. A history of summer school and summer-school goals follows. Goals include preventing delinquent behavior, remediating or preventing learning deficits, helping to meet minimum competency requirements, breaking the poverty cycle, and accelerating progress for gifted students. A review of research on summer school's effectiveness follows, which demonstrates a dominantly positive effect on students. The brief concludes with recommendations that policymakers should continue to fund summer-school programs, require that funds for summer school be spent on mathematics and reading instruction, and set aside funds for the purpose of fostering participation in summer programs, especially by disadvantaged students. Practitioners should plan early, provide program and staffing continuity from year to year, and integrate summer teaching with staff development. (Contains 18 references.) (RT)

This pamphlet discusses the influence parents have on the attitudes of their daughters toward mathematics and ways parents can nurture math talent. Recommendations for parents include: (1) at-home activities that involve hands-on problem solving, such as blocks and tinker toys; (2) engage in daily math routines such as determining the appropriate tip to leave at a restaurant or determining unit prices for items at the grocery store; (3) visit museums of science where she can explore the contributions mathematics has made to scientific discovery; (4) collaborate with teachers in flexible and creative ways to make sure students are challenged and energized in mathematics; (5) encourage participation in math clubs and competitions; (6) explore varied careers in mathematical fields; and (7) provide female role models. A list of research facts is provided that indicate parents of females are more likely to report that mathematics is less important than other subjects and more difficult for females, girls do not come to the mathematics classroom with the same experiences as boys, there is a gender gap on standardized test results, and there is a new gender gap in technology. (Contains 29 references.) (CR)

ED 456 577

EC 308 561

Lynn, George T.
Survival Strategies for Parenting Children with Bipolar Disorder:
Innovative Parenting and Counseling Techniques for Helping
Children with Bipolar Disorder and the Conditions That May
Occur with It.

PUB DATE- 00

NOTE- 240p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055), Information Analysis/State-of-the-
art Materials (070)

DESCRIPTORS- Adolescents; Aggression; Anger; Attention Deficit
Disorders; Autism; *Behavior Modification; Behavior Problems;
Case Studies; *Child Rearing; Children; Clinical Diagnosis;
Cognitive Processes; *Drug Therapy; Elementary Secondary
Education; Empathy; *Mental Disorders; Outcomes of Treatment;
*Parent Child Relationship; Parent Education; Residential
Programs; Student Characteristics; *Symptoms (Individual
Disorders)

IDENTIFIERS- Aspergers Syndrome; *Manic Depression; Tourette
Syndrome

This book provides practical advice on recognizing the symptoms,
understanding the medication, and accessing the necessary
support at school as well as the managing the day-to-day
challenges of parenting a child with bipolar disorder. It draws
on case studies to show what bipolar disorder, attention
deficit hyperactivity disorder, Tourette syndrome and Asperger
syndrome have in common, how they differ, and how they relate
to each other. Specific chapters address: (1) identifying the
presence of bipolar disorder; (2) the brain chemistry of
bipolar disorder and the drugs to treat it; (3) understanding
and managing rage in children with early onset bipolar
disorder; (4) change strategies for adolescents with bipolar
disorder; (5) the empathy factor; (6) innovative non-
pharmacological treatment approaches; (7) helping the
oppositional child; (8) helping a child with bipolar disorder
and Asperger syndrome; (9) how to help children with Tourette

including cognitive test scores (Wechsler Intelligence Scale for Children-III) and behavioral ratings (Conners' Parent and Teacher Rating Scales-Revised) were recorded for validity studies. Subsequently, each participating child's teacher was contacted to complete a SIM for the referred child and simultaneously for one of the child's hypothetical typical peers. Results of the study found evidence of convergent and divergent validity for the SIM and principle components analyses support the construct validity of the SIM. (Appendices include data charts.) (CR)

ED 456 596

EC 308 581

Jorden, Dixie

A Guidebook for Parents of Children with Emotional or Behavioral Disorders. Third Edition.

PUB DATE- 81

NOTE- 131p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; *Behavior Disorders; Child Advocacy; Children; Clinical Diagnosis; *Emotional Disturbances; Federal Legislation; Individualized Education Programs; Mental Disorders; *Mental Health Programs; Parent Associations; *Psychological Services; School Responsibility; *Special Education; Student Evaluation; Student Rights; *Symptoms (Individual Disorders)

This handbook discusses different types of disorders, mental health services, and school services. The first section highlights the importance of parental advocacy and family support networks. This is followed by a discussion of the plight of parents who have a child with an emotional or behavioral disorder and the perspective of a child with emotional problems. Different types of emotional and behavioral disorders are then described. Sections of the book address: (1) considerations parents should evaluate before deciding whether a child's behavior is normal or not; (2) types of professionals that provide mental health services; (3) selecting a mental health provider; (4) some of the different philosophies and therapies; (5) kinds of services parents should consider; (6) services schools should provide (describes special education and related services, evaluation, the Individualized Education Program, academic accommodations, suspensions and expulsions, and federal law); (7) financial considerations; and (8) finding parental support and engaging in child advocacy. A list of relevant organizations is provided, along with a list of parent training and information centers, state Medicaid offices, and the core values and principles for the CASSP system of care. (CR)

ED 456 597

EC 308 582

Barrett, Sherman Davis

Developing Parent Leadership: A Grantwriting Manual for Community Parent Resource Centers.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 88

NOTE- 26p.

LANGUAGE- English

Higher Education; *Housing; Institutional Characteristics;
National Surveys; *Physical Disabilities; *Recreational
Activities; Recreational Facilities; Structural Elements
(Construction); *Universities

This report discusses the findings of a national survey of 160 colleges and universities that explored facilities and services to students with orthopedic disabilities, including structural accessibility, academic accessibility, dorm-living, and recreational opportunities. Results of the survey indicate: (1) 10 percent of the institutions of higher education (IHEs) offer structural accessibility to students who have orthopedic disabilities; (2) 66 percent of the IHEs offer academic accessibility to students who have orthopedic disabilities; (3) 2 percent of the IHEs facilitate dorm-living for students who have orthopedic disabilities; (4) 31 percent of the IHEs offer recreational opportunities to students who have orthopedic disabilities; (5) 7 percent of the IHEs provide total or full accessibility to students who have orthopedic disabilities; (6) overall, public IHEs offer more accessibility in all areas than private institutions; (7) the size of an IHE has nothing to do with its structural accessibility; (8) the larger the size of the IHE, the greater is its academic accessibility; (9) there is no relationship between the geographic region and institutional accessibility; and (10) academic accessibility provided by the IHEs was significantly greater than any other type of accessibility. (CR)

ED 456 616

EC 308 602

Singh, Delar K.

Higher Education and Students with Orthopedic Disabilities: A
Survey Instrument.

PUB DATE- 81

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Accommodations (Disabilities); Access to
Education; *Accessibility (for Disabled); College Environment;
Higher Education; *Housing; Institutional Characteristics;
*National Surveys; *Physical Disabilities; *Recreational
Activities; Recreational Facilities; Structural Elements
(Construction); *Universities

A survey instrument is presented that was used in a national survey of 160 colleges and universities to explore facilities and services to students with orthopedic disabilities. The survey contains 33 items that focus on the following areas: structural accessibility, academic accessibility, dorm-living, and recreational opportunities. The total reliability of the instrument is 0.88 (Alpha). Each item is to be rated on a 5-point scale, with 5 meaning the participant strongly agrees with the presented statement and 1 meaning the participant strongly disagrees with the statement. Statements address the presence of ramps, curb cuts, reserved parking places, accessible elevators, accessible restrooms, accessible libraries, classroom accessibility, adapted transportation systems, accessible laundry facilities, accessible fire exits, personal care assistants, wheelchair repair, service dogs, and adapted sports. (CR)

ED 456 617

EC 308 603

Singh, Delar K.

A Survey Instrument: General Educators and Students with Physical

Teaching English Language Arts to Francophone Students, Grades 3 to 9: A Guide to Transfers and Interference.

PUB DATE- 81

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Bilingual Education Programs; Code Switching (Language); Elementary Secondary Education; *English (Second Language); *Error Analysis (Language); Error Correction; Foreign Countries; *French; French Canadians; Grammar; *Interference (Language); *Language Arts; Language Attitudes; Language Maintenance; Second Language Instruction; Second Language Learning; Structural Analysis (Linguistics); *Transfer of Training

IDENTIFIERS- Alberta; Canada; *French Speaking

This guide provides an extensive but not conclusive list of points of transfer and interference between the French and English languages. It is designed to help English language arts teachers of Francophone students understand that French language skills can be usefully transferred to English. Apart from a brief introduction, this document consists of a chart, providing a fairly detailed list of points of interference and transfer between French and English and appendices on strategies. The first column of this chart identifies the language concept that may result in interference. The second column presents three types of information: the problem, which offers an explanation of what the student is doing incorrectly; the source, which offers an explanation of how the students' knowledge of French causes this error; and the strategy, which suggests how to correct the problem. The chart has sections on consonants, vowels, controlled vowels, diphthongs, long-vowel letter combinations, digraphs, blends, word endings, contractions, possessive nouns, punctuation, double letters, figures of speech, and parts of speech. There are also four appendices: "Tag Word Strategy"; "Silent 'e' Lesson"; "Spelling Strategy"; and "Proofreading Strategy." (KFT)

ED 456 840

FL 026 851

Klyevanov, Olexsandr

Making Teaching Lexis and Structures to Adult EFL Learners More Effective through Creating a Learning Community and Fostering Some Specific Learning Skills: A Curriculum for a Short-Term Development Course for Non-Native Speaker EFL Teachers.

PUB DATE- 81

NOTE- 133p.; Master's Thesis, School for International Training.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Class Activities; *Classroom Techniques; Curriculum Development; *English (Second Language); Grammar; Inservice Teacher Education; Instructional Materials; *Language Teachers; *Phrase Structure; Second Language Instruction; Second Language Learning; *Teacher Education Curriculum; *Teaching Methods; Vocabulary

This paper is an attempt to design a curriculum for a short-term development course for a non-native speaker English-as-a-foreign-language (EFL) teachers. The purpose is to share

Intergenerational Transmission of 'Additional' Languages for Special Purposes"; "Limitations on School Effectiveness in Connection with Mother Tongue Transmission"; "Theoretical Recapitulation: What is Reversing Language Shift (RLS) and How Can it Succeed?" (Contains 775 references.) (KFT)

ED 456 660

FL 026 885

Jacobson, Rodolfo, Ed.
Codeswitching Worldwide II. Trends in Linguistics: Studies and Monographs 126.

PUB DATE- 01

NOTE- 377p.; Most of the chapters in this volume were delivered as papers at the World Congress of Sociology (14th, Montreal, Quebec, Canada, July 26-August 1, 1998).

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingualism; Bulgarian; *Code Switching (Language); Contrastive Linguistics; Dutch; English; Foreign Countries; French; German; Japanese; Language Minorities; *Linguistics; *Morphology (Languages); Romance Languages; Semantics; Syntax; Turkish; Uncommonly Taught Languages

IDENTIFIERS- *Language Contact; South Africa; Ukraine

This edited volume includes the following chapters: "The Matrix Language Frame Model: Development and Responses" (Carol Myers-Scotton); "Language Alternation: The Third Kind of Codeswitching Mechanism" (Rodolfo Jacobson); "Contrastive Sociolinguistics: Borrowed and Codeswitched Past Participles in Romance-Germanic Language Contact" (Jeanine Treffers-Daller); "Functional Categories and Codeswitching in Japanese/English" (Shoji Azuma); "Linguostatic Study of Bulgarian in Ukraine" (Ol'ga S. Parfenova); "The Role of Semantic Specificity in Insertional Codeswitching: Evidence from Dutch-Turkish" (Ad Baokus); "Oral and Written Assyrian-English Codeswitching" (Erica McClure); "Written Codeswitching: Powerful Bilingual Images" (Cecilia Montes-Alcala); "Talking in Johannesburg: The Negotiation of Identity in Conversation" (Robert K. Herbert); "Codeswitching in the Language of Immigrants: The Case of Franbreu" (Miriam Ben-Rafael); and "Towards a New Understanding of Codeswitching in the Foreign Language Classroom" (Diana-Lee Simon). A subject reference is also included. (Contains 294 references.) (KFT)

ED 456 661

FL 026 887

Mustafa, Zahra
Non-Courseware Factors Involved in Using Multimedia in Foreign Language Instruction.

PUB DATE- 01

NOTE- 16p.; Paper presented at the Annual Meeting of the Canadian Association of Applied Linguistics (Laval, Quebec, Canada, May 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; College Students; Computer Software Development; *Computer Uses in Education; Courseware; *English (Second Language); Foreign Countries; Higher Education; *Multimedia Materials; *Oral Language; *Pronunciation; Pronunciation Instruction; Second Language

higher education. This report takes a final look at the Blueprint as Missouri moves into its new Continued Plan for Higher Education, a new strategic plan that will continue some of the initiatives of the Blueprint as it sets the priorities for higher education in Missouri for the next several years. The strategic initiatives undertaken under the Blueprint examined in this report include: (1) the institutional review and enhancement process at individual institutions; (2) MOSTARS, which provides resources and assistance for postsecondary education to Missouri families, including administering financial aid programs; (3) technology-based delivery systems; (4) postsecondary technical education; (5) the Funding for Results initiative that is a results-oriented performance funding strategy; and (6) efforts to look to the future by the Missouri Commission on the Affordability of Higher Education, the Missouri K-16 Coalition, and the Knight Higher Education Collaborative/College and University Presidents Roundtables. Six appendixes discuss academic affairs, funding, legislation, statistics, statewide planning, and the proprietary school certification program. The report also lists public and independent colleges and universities in Missouri. (SLD)

ED 456 663

HE 034 234

Billics, Andrea R.; Lerch, Carol M.
Collaborative Inquiry of Learning Groups in College Settings.
PUB DATE- 01

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; College Students; *Cooperative Learning; *Group Instruction; Higher Education; Researchers; *Teaching Methods

IDENTIFIERS- *Intersubjectivity

Collaboration in the classroom was studied using the Web of Intersubjectivity (L. Albert and others, 1999), a model of collaboration, and the concept of intersubjective inquiry was developed and explored. This study represents the third phase of an ongoing research project. In the first phase, researchers identified the Web of Intersubjectivity and intersubjective inquiry. In the second phase, researchers applied the Web of Intersubjectivity in their professional practices, and phase 3 concerned the use of intersubjective inquiry as a research tool to assess the Web of Intersubjectivity as a model to guide the development and support of collaborative groups in individual classrooms. Intersubjective inquiry is a combination of the components of a bootstrap group, as identified by Heron (1996) and the tenets of educational action research. Data sources for this study included recorded conversations, e-mail discussions, field notes, readings, and samples of student work. Pedagogical practices were studied with 84 college algebra students and reflections were studied with 7 graduate students in a Master's program in occupational therapy. Study findings support the use of the Web of Intersubjectivity as a metaphor for planning and modifying collaborative learning experiences at graduate and undergraduate levels. They also show the fluid nature of the Web construct and the usefulness of intersubjective inquiry. (Contains 41 references.) (SLD)

Program; Stafford Student Loan Program; Supplemental Educational Opportunity Grants

This CD-ROM, also available in audiotape format, contains a simulated telephone conversation between a counselor at the Department of Education's Federal Student Aid Information Center and a student inquiring about financial assistance for the visually impaired. Following an introduction containing information about the contents, each track or section contains information about a different aspect of federal student loans. The sections are: (1) "Introduction and Contents"; (2) "Sources of Non-Federal Aid" (emphasis on the visually impaired); (3) "Federal Student Aid Programs--General Eligibility Requirements"; (4) "Demonstrating Need and Completing an Application"; (5) "What Happens after I apply"; (6) "Making Adjustments"; (7) "Verification and Deadlines"; (8) "Federal Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal Work Study"; (9) "Federal Perkins Loans"; (10) "Loans for Students--Direct and Federal Stafford Loans"; (11) "Loans for Parents--Direct and Federal Plus Loans"; (12) "Direct and Federal Consolidation Loans"; and (13) "How Will I Ever Remember All of This?" (SLO)

ED 456 705

HE 034 262

SFA COACH: Introduction and 21 Lessons. CD-ROM .

PUB DATE- 99

NOTE- 0p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (108)

DESCRIPTORS- Computer Assisted Instruction; *Curriculum; Educational Finance; *Federal Aid; *Higher Education; Optical Data Disk; *School Business Officials; *Student Financial Aid; Student Financial Aid Officers; Student Loan Programs; *Training

This CD-ROM contains 21 of 36 lessons in the SFA COACH curriculum for financial aid professionals. SFA COACH is a computer-based introductory training course covering all major student financial aid (SFA) topics. It is organized around the functions carried out in school aid offices and the people who perform them. It is designed to give new staff a solid understanding of what is happening in the field of SFA management and to equip them to increase their knowledge using more detailed reference sources. This first edition of SFA COACH is based on information for the 1999-2000 award year. (SLO)

ED 456 706

HE 034 263

Hannan, Andrew; Silver, Harold

Innovating in Higher Education: Teaching, Learning and Institutional Cultures.

PUB DATE- 00

NOTE- 173p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; *Administrators; *College Faculty; *Educational Innovation; Foreign Countries; *Higher Education; Qualitative Research; *Teacher Attitudes

IDENTIFIERS- United Kingdom

This book, based on in-depth qualitative research in 15

identifying the best means to arrive at presupposed ends; and (5) lifelong learning merely encourages students to take personal responsibility for occupational retraining in the face of unstable labor market conditions. Concrete proposals are suggested to reform career education programs to address these concerns. (Contains 32 references.) (YLB)

ED 456 221

CE 082 157

Fitzgerald, Eithne; Ingolsby, Brid; Daly, Fiona
Solving Long-Term Unemployment in Dublin: The Lessons from Policy Innovation. Policy Paper No. 2.

PUB DATE- 00

NOTE- 122p.; A team headed by Eithne Fitzgerald of the University College, Dublin's Department of Social Policy was commissioned to undertake this research by the Dublin Employment Pact. Supported by technical assistance from the European Union and the Department of An Taoiseach.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Education; Developed Nations; Disadvantaged; Economic Factors; Employment Opportunities; *Employment Programs; Employment Services; Equal Education; *Equal Opportunities (Jobs); Foreign Countries; *National Programs; Policy Analysis; Policy Formation; Program Evaluation; Social Environment; *Unemployment; Work Attitudes
IDENTIFIERS- *Ireland (Dublin)

This report identifies what policies can be effective in eliminating hard-core unemployment in Dublin and preventing its re-emergence in a new generation. An executive summary precedes the main body of the report. Chapter 1 describes the background of economic boom against which the persistence of long-term unemployment appears paradoxical; outlines various ways of counting unemployment; describes the nature of the problem of long-term unemployment and obstacles to its solution; and highlights concentrations of deprivation and disadvantage in particular areas for targeting. Chapter 2 analyzes barriers preventing long-term unemployed people from accessing work or training, including withdrawal from the labor force, poor education and skills, negative past experience, employer links, recruitment practices, interaction of welfare and work, addressing multiple needs, job induction and aftercare, transport and distance, and childcare and working hours. Chapter 3 is a qualitative assessment of principal national initiatives on unemployment, including Community Employment, Whole-Time Job Initiative, supported work option, tax and welfare schemes to encourage the move from welfare to work, FAS (Foras Aiseanna Saothair) training, return to education programs, and Employment Action Plan. Chapter 4, "Local Initiatives--Key Lessons from Best practice," covers area partnerships, common themes from local projects, and seven key success factors. Chapter 5 recommends action to solve long-term unemployment. Appendixes include: Selected Tables on Unemployment; Concentrations and Clusters of Deprivation; Partnership Activity in Dublin, 1998; Selected Case Studies of Local Innovation; and a Guide to Some of the Local Projects Tackling Unemployment. (Contains 134 references, 47 tables, and a key to abbreviations used.) (YLB) (YLB)

ED 456 222

CE 082 158

Joerschke, John D.; Elshorn, Lane
Diesel Technology: Introduction. Teacher Edition and Student

College Students; Colleges; Developed Nations; Educational Attitudes; *Educational Improvement; *Educational Needs; Educational Practices; Educational Quality; *Educational Strategies; Foreign Countries; Futures (of Society); Postsecondary Education; Program Improvement; School Effectiveness; *School Holding Power; Student College Relationship; *Teacher Attitudes

IDENTIFIERS- *England

Data derived from "Raising Quality and Achievement" development projects, started in 1999 in more than 80 colleges in England led to conclusions about successful strategies to raise achievement and improve retention and about the meaning of college improvement. The projects were described in the form of case studies. A number of generalizations were inferred from the case studies on these themes: (1) the importance of innovation; (2) the colleges' strong beliefs that they can improve; (3) strategies recommended were directed at teaching, tutoring, and curriculum issues; (4) practitioners and managers believed that retention and achievement require a mix of strategies; (5) successful strategies for improvement were specific, diverse, flexible, and renewable, and the colleges believed there was no single solution; (6) students must come first (balance high expectations for them with efforts to develop and deepen student motivation); (7) "think college, act course" in terms of leadership; (8) professional development is an integral part of raising achievement and can take many forms besides training; (9) systems are important only as a means to an end in improving achievement; and (10) contact time for students and time for tutoring staff were the resources for college improvement mentioned most often. (Contains 29 references.) (KC/CL)

ED 456 237

CE 082 198

Perry, Gareth; Thompson, Anne
Higher Education in FE Colleges. LSDA Reports.

PUB DATE- 01

NOTE- 9p.; Leader of project (No. RPM304) was Maggie Greenwood.

LSDA was formerly FEDEA.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Articulation (Education); Continuing Education; Cooperative Planning; Developed Nations; *Educational History; Educational Needs; *Educational Policy; *Educational Trends; Foreign Countries; Futures (of Society); Institutional Cooperation; *Policy Formation; Postsecondary Education; *Public Policy

IDENTIFIERS- *England

A study looked at the past, present, and future of higher education in FE (Further Education) colleges in England, with reference to the changing policy context for this activity and the contemporary conditions for growth. Based on an analysis of secondary and statistical sources, the research highlighted these three key features in the development of higher education in FE colleges: (1) the dual character of the policies, structures, and processes relating to this provision; (2) the weak information base guiding policy development in this area; and (3) the legislative legacies and strategic uncertainties that surround decision-making in colleges. The study found that at least five policy dimensions continue to relate to the problems of FE and the relationship of FE with higher education institutions in England. The policy questions include whether

sessions from an Australian conference on putting vocational education and training (VET) research to work. The following are among the areas covered in the papers: factors affecting VET graduates' employability over time; technical and further education (TAFE) institutes as models of learning organizations; school noncompleters' outcomes in VET; increasing disabled students' participation in VET; VET management; bringing research and policy development together; innovative and flexible approaches to training package implementation; online support for VET clients; work-based learning; self-determined learning in the workplace; quality control and employability; using statistical software to interpret educational research; moving from andragogy to heutagogy in VET; drivers of learning cultures within organizations; VET practices in foreign countries; action research as action learning; challenges facing TAFE teachers; urban disadvantage and provider equity strategies; factors preventing uptake of apprenticeships and traineeships among secondary school adolescents; literacy and first-line management; performance level assessment; linkages between adult continuing education and VET; using training indicators to improve VET planning; student experiences of generic competency learning; managing the transformation to an e-learning organization; learning from small enterprise structured work placements; and using research to inform business and strategic decisions. Many papers include substantial bibliographies. (MH)

ED 456 253

CE 062 233

Afrassa, Tilahun Mengesha

Student Level Factors That Influence the Employability of TAFE Graduates over Time: A Partial Least-Squares Analysis.

PUB DATE- 01

NOTE- 14p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 062 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Comparative Analysis; *Education Work Relationship; *Educational Attainment; Employment Level; Employment Patterns; *Employment Potential; Enrollment Influences; Factor Analysis; Foreign Countries; Influences; Least Squares Statistics; *Outcomes of Education; *Performance Factors; Postsecondary Education; Secondary Education; Student Characteristics; Student Employment; *Vocational Education; Work Experience

IDENTIFIERS- *TAFE (Australia)

Student level factors influencing the employability of technical and further education (TAFE) graduates over time were examined. Student Outcomes Survey (SOS) data were collected from 4,673 South Australian 1998 TAFE graduates and 2,819 South Australian 1999 TAFE graduates. Some students were employed (part time or full time), whereas others were unemployed. Some were employed before starting the course, some were also employed during the course, and some were unemployed. The data sets were subjected to partial least squares path analysis. The analysis established that those more likely to be employed after graduation from TAFE were the following: students who began the TAFE course while still enrolled in secondary school or within 12 months after leaving school; students who were employed

innovative teaching look easy. According to the executive summary, the research reveals that the innovative educators exhibit a diverse range of strengths that reflect an enhanced level of teacher professionalism. The executive summary describes a concluding chapter in the resource that lists these strengths of the teachers: personal attributes (altruism, creativity, and passion); skills (applied learning, standard setting, and change management); knowledge (innovation, pedagogy, and professional development); values (total commitment to those they teach; willingness to share their knowledge, skills, and strategies with others; and an insatiable desire to improve their own practice and "reinvent" themselves in response to new demands, challenges, and opportunities) and strategies (creation of alliances, marshaling of resources, and identification of advocates). The executive summary lists work such as the following undertaken by the innovative educators: (1) initiating student-run businesses that provide community services and on-the-job training for students; (2) supporting students as they partner with local organizations to provide community development; (3) engaging retired community members as mentors for year 10 students to research career options; and (4) using computer-assisted language to help students design and operate a Japanese "virtual village." (Contains 19 references.) (YLB)

ED 456 269

CE 082 249

Davis, Lester; Hase, Stewart
The River of Learning in the Workplace.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Action Research; *Active Learning; Adult Education; Developed Nations; Foreign Countries; Independent Study; *Inplant Programs; *Learner Controlled Instruction; *Lifelong Learning; *Participative Decision Making; Self Directed Groups; Self Management; *Teamwork; Vocational Education

IDENTIFIERS- Australia

Using the metaphor of a river to describe continuous and lifelong learning, this paper details an action research project aimed at developing effective learning environments in a large, distributed organization called Thiess Contractors Proprietary Limited, an Australian mining and construction company. Two major outcomes of the project are described. Described first is the work activity briefing, a sharing of critical information by all participants on a work project. Out of the briefing dialogue is produced a document signed by all participants that serves as a project "blueprint" and identifies the activities, parties involved, actions required of them, and roles and responsibilities of the parties. Second, the Frontline Management Initiative that extended the training boundary is described. The authors explain how a group of workers, who identified their position in relation to their colleagues and found they needed to advance their individual and collective knowledge and skills to keep up, developed a program in which they had control of the methods, input, rate of activity, and agenda. The final section of the paper emphasizes the critical

training/learning programs. In other cases, organizations increased commitment to learning by encouraging employees to engage in more collaborative teamwork that generated new forms of learning or by establishing new ways of working (including the introduction of work performance standard setting and performance feedback measures). The following factors were mentioned as driving organizations' commitment to learning: the pressures of an increasingly competitive economic environment; the need to acquire and retain staff with appropriate work skills; newly created forms of management or work organization; and provision of more feedback regarding employees and organization performance. The following dimensions of learning culture were identified: environments pressing the organization to change; organizational systems promoting learning; and practices securing employee commitment. Creation of learning cultures appeared to require deliberate arrangements designed to maximize productive work in a highly competitive environment. (MH)

ED 456 266

CE 082 266

Jones, Anne
It's a Judgment Call...and Consistency Isn't All It's Cracked Up To Be.

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Competency Based Education; Decision Making; Educational Principles; Educational Theories; Evaluation Criteria; Evaluation Methods; *Evaluative Thinking; Foreign Countries; Postsecondary Education; *Student Evaluation; *Teacher Attitudes; Teamwork; Technical Institutes; *Theory Practice Relationship; *Vocational Education; Vocational Education Teachers

IDENTIFIERS- National Training Packages (Australia); *TAFE (Australia)

Interviews with teams of teachers at two Australian technical and further education (TAFE) institutes (the Lawson Institute of TAFE Motor Mechanics and the Franklin Institute of TAFE Disability and Aged Care) were used to examine the theoretical and practical tensions experienced by TAFE teachers when making assessment judgments within the original competency-based training paradigm and according to the assessment criteria incorporated into training packages. Both teams stated that assessment judgments are not simple, consistent, reliable, or reproducible. The study established that individuals and teams were making judgments within a social and historical context and that a range of problems must be solved during the judgment process. The Lawson staff freely acknowledged that individuals in the team apply differing standards when assessing students. Team members appeared proud of their own professional standards, and most believed that their practice of assessing students differently prepares students for the "real world," where standards vary markedly. The Franklin staff members were distinctly committed to being a strong team that consciously works through issues together and seeks to have a collective response. The unit of judgment at Lawson was the individual teacher, whereas at Franklin, the unit of judgment was the

Involvement; Community Programs; Developed Nations; Foreign Countries; Human Resources; Informal Education; *Lifelong Learning; Models; *Partnerships in Education; Regional Cooperation; *School Business Relationship; School Community Relationship; *Small Businesses; Social Capital; *Vocational Education

IDENTIFIERS- Australia; *Capacity Building

In a competitive market training economy, vocational education and training (VET) and small business in Australia face a number of challenges. They need to qualify the extent of lifelong learning skills being used in the small firm workplace, define the range of learning partnerships both within VET and the wider informal learning community in which small business will invest, and decide how this might influence infrastructure for developing learning communities in regional Australia for the future. An alternative community capacity building model has been suggested. It is comprised of nine "ecologies" or microcultures of learning of equivalent importance in developing lifelong learning partners, which is considered essential for developing integrated learning communities between small business and VET. The microcultures are political, attitudes, partnerships, skills, information, technology, organizational, social capital, and regional learning ecologies. Each ecology needs to be in harmony for a lifelong learning partnership to be sustainable; any weak segment or capacity will reflect on the success or stability of the learning partnership for the long term. (Contains 85 references.) (YLB)

ED 456 304

CE 082 284

Reid, Zoe
Keeping the Bosses off My Back: Power and Knowledge in First Line Management Discourse.

PUB DATE- 01

NOTE- 13p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; Adult Education; *Adult Literacy; Developed Nations; *Discourse Communities; *Educational Needs; Empowerment; Foreign Countries; Informal Education; Language Skills; *Management Development; Needs Assessment; *Numeracy; Self Concept; Socioeconomic Influences; *Work Attitudes; Work Environment

IDENTIFIERS- Australia; *Workplace Learning

Since many first line managers (FLMs) have not participated in formal learning, how they make sense of their roles and the training they are doing is significant. A relationship between inadequate literacy skills and ability to do a job is assumed. Language, literacy, and numeracy must be understood in terms of social practice and creation of social identities. Important to this view is how power and knowledge are used to construct social identities and social practice. Discourse (a set of related social practices that includes interacting, speaking, writing, reading, and valuing a particular social identity) is an important concept in broadening the view of language and literacy. The new work order of fast capitalism has changed organizations. Competencies FLMs need to fulfill their changing role have been identified and provide a starting point to view

ED 456 320

CE 082 301

Smith, Andy
Never Mind the Width, Feel the Quality: Improving VET Research in Australia.

PUB DATE- 01

NOTE- 19p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Developed Nations; *Educational Research; Educational Researchers; Educational Trends; Foreign Countries; Futures (of Society); Job Training; Policy Formation; Postsecondary Education; Research and Development; *Research Design; Research Methodology; *Research Needs; Research Opportunities; *Research Problems; Research Projects; *Research Utilization; Technical Education; Theory Practice Relationship; *Vocational Education
Vocational education and training (VET) research in Australia has changed dramatically in the last 10 years. In a 1993 report titled "No Small Change," VET research was characterized as a fragmented activity that was underfunded and had little or no relevance to policy or practice in the VET sector. Since that time, increased funding through the Australian National Training Authority (ANTA) has been highly successful in increasing the overall quantity of research. The quality of research, however, will determine whether governments continue to fund the research effort. Relevance, timeliness, objectivity, and methodological integrity are the hallmarks of high quality research in applied fields such as VET. This involves both users and researchers becoming much more involved with the research management process. Users need to be clear about what issues should be addressed and the standards they expect from that research. Researchers need to examine their own practices to ensure that research is meaningful and builds on the work of others. This more demanding regime for VET research demands new skills from researchers and the development of research training programs that ensure the continuing supply of these skills into the VET research community. (Contains 10 references.) (KC)

ED 456 321

CE 082 302

Smith, Erica; Green, Annette; Brennan, Ros
A Foot in Both Camps: School Students and Workplaces.

PUB DATE- 01

NOTE- 16p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.
Research funded by the National Research and Evaluation Committee.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Apprenticeships; Cooperative Education; Corporate

Clusters; *Occupational Information; Public Agencies; *Systems Approach
IDENTIFIERS- Bureau of Labor Statistics; Bureau of the Census; Employment and Training Administration; Reclassification; Revision Processes; *Standard Occupational Classification; Standard Occupational Classification

In 1994, a committee was formed to revise the Standard Occupational Classification (SOC) system to meet the needs of the 21st century. The committee, which was chartered by the Bureau of Labor Statistics and the Bureau of the Census, included representatives from eight public agencies using occupational information. The SOC revision process included the following steps: (1) identification of issues; (2) designation of an organizing principle; (3) work by subgroups; and (4) adjudication of differences of opinion. The committee published a proposed structure in 1997. After analyzing more than 200 comments on the proposal, the committee issued a revised structure in 1998. The revised SOC system maintained the previous system's focus on work performed. The revised SOC consists of 23 major occupational groups that include 98 minor groups, 452 broad occupations, and 822 detailed occupations. The following are among the key characteristics of the revised SOC: it is structured for comparability; it reflects the structure of the current work force; it provides greater flexibility and comprehensive coverage; it includes associated job titles, definitions, and military occupations; and it permits historical comparability and flexibility for change. (The occupational classification used in the 1980 Census of Population and the final 1998 SOC are appended.) Contains 10 endnotes. (MH)

ED 456 336

CE 082 374

Appelbaum, Eileen; Bailey, Thomas; Berg, Peter; Kalleberg, Arne L. Manufacturing Advantage: Why High-Performance Work Systems Pay Off.

PUB DATE- 00

NOTE- 259p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Reports - Research/Technical (143)

DESCRIPTORS- Biomedical Equipment; Blue Collar Occupations; Case Studies; *Economic Impact; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; *Employment Practices; Fashion Industry; Income; Industrial Structure; Job Performance; Labor Market; Labor Relations; *Manufacturing Industry; Measurement Techniques; Metal Industry; Organizational Change; Organizational Climate; Organizational Development; Performance Factors; *Productivity; Salary Wage Differentials; Systems Approach; Trend Analysis; Unions; White Collar Occupations; Work Attitudes; *Work Environment; Work Experience

IDENTIFIERS- *High Performance Manufacturing; High Performance Work Organizations; Impact Studies

A study examined the relationship between high-performance workplace practices and the performance of plants in the following manufacturing industries: steel, apparel, and medical electronic instruments and imaging. The multilevel research methodology combined the following data collection activities: (1) site visits; (2) collection of plant performance data; (3) extensive interviews with managers and union officials; and (4) surveys of blue-collar employees, supervisors, and white-collar employees. The study focused on the following topics: (1)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055);Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Action; Community Problems; *Drug Education; *Federal Aid; *Financial Support; Guns; Prevention; Public Health; Resources; Substance Abuse; *Violence
IDENTIFIERS- Federal Register

This paper provides tips and resources that communities can use to reduce substance abuse and gun violence. The names of national organizations, publications, and community leaders with expertise in funding are included. It describes how Join Together Online, a national resource for communities working to reduce substance abuse and gun violence, contains a section on funding and grant information that is updated daily. The Join Together site lists Federal Register grant announcements related to substance abuse and gun violence. The funding forum also contains information on private grants; profiles of foundations; successful stories from communities on how they have raised money; and lists additional resources. (JOM)

ED 456 363

CG 031 124

Environmental Strategies. Technical Assistance Packet.

PUB DATE- 00

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132);Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Change Strategies; *Community Action; Drinkings;

*Drug Policy; Mass Media Role; *Prevention; Public Health;

Public Policy; Social Environment; Substance Abuse; Violence

Families, schools, community organizations, and local

practitioners have an important role to play in bringing about

changes in the larger physical and psychosocial environment.

The environmental strategies of policy, enforcement, education,

communication, and collaboration can all have a significant

impact. These environmental strategies for prevention of

substance abuse can also contribute to violence prevention.

This paper provides resources to help communities undertake the

necessary measures to reduce substance abuse. Alcohol

advertising and alcohol policy play an important role in

environmental strategies and resources related to this topic

are also included. (JOM)

ED 456 364

CG 031 125

Drug Courts. Technical Assistance Packet.

PUB DATE- 00

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132);Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alcohol Abuse; Correctional Rehabilitation;

*Courts; Criminals; Drug Education; Health Promotion; *Outcomes

of Treatment; Prevention; *Substance Abuse

IDENTIFIERS- *Drug Courts

Drug courts are designed to stop the abuse of alcohol and other

drugs and the related criminal activity by offering

individuals, whose criminal activity stems from substance

abuse, the choice to participate in treatment. In exchange for

Fouladi, Rachel T.; McCarthy, Christopher J.; Moller, Naomi P.
Paper-and-Pencil or Online? Evaluating Coping and Attachment
Measures.

PUB DATE- 01

NOTE- 36p.; Paper presented at the Annual Meeting of the American
Psychological Association (109th, San Francisco, CA, August 24-
28, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Behavior; Attachment Behavior; College
Students; *Computer Assisted Testing; Higher Education;
*Internet; *Personality Measures; *Psychological Evaluation;
*Psychological Testing

IDENTIFIERS- Inventory of Parent and Peer Attachment; Negative
Moods

In recent years many researchers, clinicians, and testing
companies have shifted from paper-and-pencil to computer
administered tests of psychological measures. This paper
explores the feasibility of using the Internet to collect data
from the Inventory of Parent and Peer Attachment (IPPA), the
Negative Mood Rating Scale (NMRS), and the Trait Meta-Mood
Scale (TMMS) to assess psychological functioning. Data were
collected from college students (N=164) in upper division
elective courses at a large southwestern university. The online
sample consisted of 234 subjects between the ages of 19 and 30.
The psychometric, distributional, and factor analytic results
evidenced some differences between the respondents but in
general, the results showed adequate internal consistency and
construct validity of the scale scores for both modes of
assessment. Findings are in congruence with other research and
suggest the viability of administering psychological
questionnaires via computer technology and the Internet. The
results open doors for researchers and counselors to use
information obtained from online assessments to examine links
between attachment and emotional functioning. (Contains 53
references and 5 tables.) (JOM)

ED 456 387

CG 031 184

Moller, Naomi P.; Fouladi, Rachel T.; McCarthy, Christopher J.;
Hatch, Katharine D.

Relationship of Attachment and Social Environment to College
Students' Adjustment Following Relationship Breakup.

PUB DATE- 01

NOTE- 47p.; Paper presented at the Annual Meeting of the American
Psychological Association (109th, San Francisco, CA, August 24-
28, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attachment Behavior; College Students; Counseling
Techniques; Higher Education; *Interpersonal Relationship; Late
Adolescents; Parent Participation; Personality Measures;
*Social Adjustment; Social Support Groups

IDENTIFIERS- *Relationship Termination

Two constructs integral to the interpersonal development of late
adolescents, to their continuing parental attachment and to
social support, were investigated to assess whether they were
conceptually distinct and related to indices of adjustment
following a romantic relationship. Undergraduate students
(N=241) who had experienced a relationship breakup within the

Raphael, T.; Pardo, L.; Highfield, K.; McMahon, S.
Book Club: A Literature-Based Curriculum.

PUB DATE- 97

NOTE- 296p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- *Childrens Literature; *Classroom Techniques;
Intermediate Grades; *Language Arts; Lesson Plans; *Reading
Instruction; *Reading Programs

IDENTIFIERS- *Book Clubs; Curriculum Implementation; Student Led
Activities

Drawing on 8 years of classroom-centered research, the Book Club program integrates instruction in reading, writing, speaking, and listening. Student-led discussion groups form the heart of the program, and they provide a real-world context for learning that motivates children and fosters the development of both academic and social skills. This guide contains comprehensive resources and clear guidelines that enable teachers to implement, facilitate, and assess the program in fourth-, fifth-, and sixth-grade classrooms. The guide first provides information about the structure of the Book Club program and about classroom management and assessment, as well as teaching tips. It then presents lesson plans to be used with eight popular children's book selections and also offers multi-book units. (Contains blackline masters and an extensive bibliography which includes children's literature and media; books, chapters, and articles about Book Club; background reading about classroom discussion, assessment, and inquiry learning; and additional reading and resources.) (NKA)

ED 456 409

CS 014 411

Hill, Clifford; Larsen, Eric
Children and Reading Tests. Advances in Discourse Processes.
Volume 85.

PUB DATE- 88

NOTE- 425p.; Cover page varies.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art
Materials (070)

DESCRIPTORS- *Cultural Context; Discourse Analysis; Grade 4;
Intermediate Grades; *Reading Ability; *Reading Achievement;
*Reading Comprehension; Reading Research; *Reading Tests;
*Standardized Tests

IDENTIFIERS- Childrens Responses

This book makes a scholarly contribution to the debate about standardized testing in American education by using the methods of discourse analysis to examine not only representative material from reading tests but also children's responses to it. The book is particularly attentive to the role of culture in shaping children's understanding of what they read. It is divided into four broad parts: Introduction; Testing Reader Parsimony; Testing Reader Flexibility; and Conclusions. Under Part 1 is the following chapter: (1) Context of the Study. Under Part 2 are these chapters: (2) Truncated Narratives; (3) Excerpted Narratives; and (4) Gapped Narratives. Under Part 3 are these chapters: (5) Shifting Frames; (6) Resolving Polarities; and (7) Changing Registers. Under Part 4 is this chapter: (8) Implications of the Study. Two appendixes contain

English and Its Neighbors: A Position Paper.

PUB DATE- 95

NOTE- 7p.; Paper presented at the Biennial Conference of the International Federation for the Teaching of English (6th, New York, NY, July 10-14, 1995). Presented with Group 8: English and Its Neighbors.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Education; Communication Problems; Cultural Context; Elementary Secondary Education; *English; English Only Movement; Higher Education; *Language Role; *Second Language Learning

IDENTIFIERS- Native Language; *Power; *World English

Despite the fact that the majority of the world's population speaks mother tongues other than English, about a third of their number use English as a second or an alternative official or commercial language. English is also the language of available information, of international communication (such as air- and sea-speak), and of computer "empires." Bilingual or bidialectic education enables those with other languages or dialects of the same language to function at different levels of transaction, political and managerial on the one hand, and the everyday communication of equals on the other. But power still resides with the speakers of the majority language which had achieved that position precisely because of power previously acquired. Often these are speakers of English-- particularly when their language is used for transnational communication. Speakers of mother tongue English must relate closely to teachers and learners of English as a second language, which can become complicated when both are educated together in one of the increasingly more multilingual classrooms. Giving recognition to the foreign official or home languages is necessary if the general development of speakers of the other languages is not to suffer by being deprived of the support of their mother tongue at a crucial time in their education. The mistake is to assume that all speakers of English possess the same command of the language and that their intellectual and emotional faculties function entirely through the medium of English. (NKA)

ED 456 432

CS 217 532

Helbig, Alethea K.; Perkins, Agnes Regan
Many Peoples, One Land: A Guide to New Multicultural Literature for Children and Young Adults.

PUB DATE- 91

NOTE- 34p.; Successor to "This Land Is Our Land" (1994).

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adolescent Literature; American Indians; Annotated Bibliographies; Asian Americans; Blacks; *Childrens Literature; Elementary Secondary Education; *Ethnic Groups; Fiction; Hispanic Americans; Multicultural Education; Oral Tradition; Poetry; *Reading Material Selection; *Recreational Reading

IDENTIFIERS- African Americans; *Ethnic Literature; Folktales; *Multicultural Literature

challenging vocabulary, complex syntax, alien times and settings, and student disaffection. It also deals with issues such as assessment and censorship, and offers many lists of suggested titles and a sampling of student writings in response to the classics. Following a foreword by James Strickland and an introduction, chapters in the book are: (1) Creating a Context for the Study of Classical Literature; (2) Warning Students of the Obstacles in Reading Classics; (3) Negotiating Story Structures; (4) Rethinking What We Ask Students To Do; (5) Of Excerpts and Allusions; (6) Learning from the Inside Out How Stories Work; (7) Testing That Teaches; (8) Film Versions of the Classics: To View or Not To View? (9) Readers with Roots and Wings; and (10) Book Lists of Classics, an Eclectic Collection. (Contains 53 references.) (NKA)

ED 456 453

CS 217 696

Burke, Jim

The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession.

PUB DATE- 99

NOTE- 354p.; Foreword by Fran Craggett.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; *English; *English Curriculum; *English Instruction; Integrated Activities; *Language Arts; Linguistics; *Teacher Role

IDENTIFIERS- Media Literacy; Standards for the English Language Arts; *Technology Integration

Intended for English teachers and written for the way most teachers read, this guide is highly structured for ease of use. The guide addresses teaching the entire English curriculum--covering everything from basic reading and writing to digital literacy, media literacy, and integrated instruction. Its 26 chapters are clearly subdivided, lessons are presented step by step, and assessment is integrated throughout. The guide's features include: thorough grounding in the current national English Language Arts standards; virtual companion Web site to provide additional resources and ongoing support for classroom teachers; examples of how to integrate technology into the curriculum; up-to-the-minute coverage of current and anticipated reforms, including media literacy, digital literacy, service learning, Advance Placement classes, and more; and an extensive appendix, featuring sample letters, rubrics, guides, checklists, planners, a glossary of literary terms, and more. (Contains an extensive reference list.) (NKA)

ED 456 454

CS 217 700

Seranis, Panos

Revitalizing the Learning of Latin: The Recontextualization of "Literacy" Skills On-Line.

PUB DATE- 01

NOTE- 12p.; Paper presented at the Annual Meeting of the Education Research Network (8th, Spetses, Greece, July 4-8, 2001).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..."

over the last quarter century about making news more useful as a resource for civic participation? A year-long analysis of reporting about youth violence in three California newspapers provides a schizophrenic conclusion: After the Columbine massacre, newspapers provided rich context, a wide range of sources, and many frames offering causes and solutions. But coverage of the more common violence that most threatens society was typically frameless, minimally contextualized, and police-sourced. (Contains 40 notes and 6 tables of data.) (Author/RS)

ED 456 476

CS 510 616

Foster, Brent M.; Smith, Mark
Television and Its Impact on Family Communication: A Literature Review for the Family Communication Educator.

PUB DATE- 01

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Communication Research; Elementary Secondary

Education; *Family Environment; Family Involvement;

*Interpersonal Communication; Literature Reviews; *Mass Media

Effects; *Media Research; *Television Viewing

IDENTIFIERS- *Family Communication

Television is ubiquitous--it is seemingly everywhere at once. With its presence felt in nearly every United States household, how it may impact family interaction is worthy of scholarly study. This literature review spans nearly a half-century of television and family communication. The research suggests that television has negative, positive, and neutral effects on family communication, but no particular effect seems to dominate. (Contains 39 references.) (Author/RS)

ED 456 477

CS 510 617

Packard, Ashley

Copyright or Copy Wrong: An Analysis of University Claims to Faculty Works.

PUB DATE- 01

NOTE- 52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Freedom; *College Faculty; Content

Analysis; *Copyrights; Court Litigation; *Higher Education;

*School Policy

Most universities claim to own at least some faculty-created works. This paper explores ownership of faculty-created intellectual property by examining copyright cases that have touched on faculty ownership of their work, the teacher exception to the work-for-hire doctrine and its relationship to academic freedom, and university copyright policies. It concludes that faculty members have little protection for their work other than university copyright policies that may not alter the traditional work for hire arrangement set up by the Copyright Act. (Contains 192 notes. An appendix lists the 70 universities whose copyright policies were examined.) (Author/RS)

Homack, Sid T.
The Relationship between Resources and Academic Achievement.
PUB DATE- 00

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Educational Change;
Elementary Secondary Education; *Expenditures; Public Schools;
*Resource Allocation; Statistical Data; *Student Improvement;
*Teacher Education; Teacher Effectiveness; *Teacher
Improvement; Teacher Student Ratio

This paper evaluates whether or not there is a direct academic achievement benefit from additional expenditures on education in the United States. Numerous critics have said that education is already overfunded and that it can never be funded enough to make any appreciable difference. Berliner's study of 988 school districts in Texas in the 1993 "Kappan" reported that "academically more proficient teachers, who are more experienced, who are better educated, and who work with smaller classes, are associated with students who demonstrate significantly higher achievement." Variables that are associated with higher student achievement are all those that require money. Rankings of the states on achievement using ACT and SAT scores and expenditures for public education show that there is a relationship between expenditures per pupil and achievement. Arkansas is used as a case study on the influence of the correlation between resources and student achievement. Arkansas school records indicate that higher achievement is associated with smaller class size. However, findings indicate that in plotting expenditures against ACT scores for the districts that expend less than \$3,500 per pupil, there does not appear to be much cost-benefit relationship. Their expenditures are not predictive of more achievement because the money is not going into instruction, but into survival categories such as heating, electricity, buses, and bare-minimum salaries to hire teachers who are essentially "warm bodies." (Contains 26 references.) (DFR)

Jenny, Nicholas W.; Davis, Elizabeth I.
Fiscal 2000 Tax Revenue Growth: Strongest of the Last Decade.
State Fiscal Brief No. 61.

PUB DATE- 01

NOTE- 9p.; Produced by the Fiscal Studies Program.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Educational Change; Elementary Secondary Education;
*Public Policy; Public Schools; Tables (Data); *Tax Allocation;
*Tax Rates; Taxes

This report estimates that state tax revenue grew 8.7 percent from fiscal year 1999 to fiscal year 2000. If adjusted for the effects of legislated tax changes, state revenue growth would have been an even stronger 9.4 percent. This is by far the highest adjusted or unadjusted annual growth ever recorded by the Rockefeller Institute. When inflation is considered, the increase is 6.0 percent, making real revenue growth in fiscal

Anderson, Patrick L.; McLellan, Richard; Overton, Joseph P.;
Wolfram, Gary

The Universal Tuition Tax Credit: A Proposal To Advance Parental
Choice in Education. How Educational Freedom Will Help Michigan
Students, Schools and Taxpayers.

PUB DATE- 97

NOTE- 85p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Access to Education; *Educational Change;
*Educational Legislation; Educational Opportunities;
Educational Vouchers; Elementary Secondary Education; Equal
Education; Nontraditional Education; Parent Empowerment;
*School Choice; *Tax Credits; *Tuition

IDENTIFIERS- *Michigan

This report presents a proposal to expand parental choice in Michigan education by amending the Michigan Constitution and establishing a Universal Tuition Tax Credit (UTTC). Section 1 reviews why parental choice is the most important systemic education reform and evaluates various ways to expand it. Section 2 examines Michigan's constitutional prohibition on including nonpublic schools in an open system of parental choice. Section 3 reviews several methods of expanding parental choice and discusses how the UTTC plan capitalizes on strengths and minimizes weaknesses of traditional tuition tax credits and tuition vouchers. Section 4 and Appendix 1 present a comprehensive analysis of the impact of the UTTC on student enrollment and state finances over a 10-year period. In addition to improving public education, the UTTC will save the state \$3.4 billion in education expenses in the first 10 years of implementation and over \$500 million each year thereafter, savings that can be used to support additional educational programs or address other budget priorities. The report includes detailed guidelines and analysis, the complete text of a proposed UTTC constitutional amendment, key elements of the implementing legislation including sample forms and procedures, and answers to commonly asked questions regarding the UTTC. (RT)

ED 456 519

EA 031 192

Brouillette, Matthew J.

Unused Capacity in Privately Funded Michigan Schools: Survey of
Excess School Capacity To Help Ease Overcrowded Classrooms and
Accommodate School Choice.

PUB DATE- 99

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070); Reports - Research/Technical (143)

DESCRIPTORS- Educational Change; Educational Cooperation;
*Educational Facilities; Elementary Secondary Education;
*Private Schools; School Choice; *School Space; School Surveys;
*Space Utilization

IDENTIFIERS- *Michigan

Some proponents of Michigan education reform have suggested that private schools could be used to reduce student overcrowding in public schools without the need for new taxes to construct additional schools. Another proposal includes using vouchers and tax credits to enhance parental school-choice options. Both proposals depend upon the ability and willingness of privately funded schools to accommodate additional students. Little research has been done to determine whether they have the

implementation guide, it should provide educators with the knowledge base to meet the classroom management and behavioral needs of all students, particularly those with disabilities in mainstream or general education environments. This handbook can help enable building educators to assume greater responsibility for their own staff development objectives, activities, and outcomes, and to improve the services and experiences they provide for all students in their classrooms and buildings. (Contains 39 references.) (RT)

ED 456 538

EA 031 228

Miller, Janice Williams
The Effect of Sociability Self-Concept on Adolescent Perceptions of Safety at School.

PUB DATE- 01

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Interpersonal Competence; Middle Schools; School Safety; *Self Concept; Social Cognition; Violence

This study examined middle-school students' sociability self-concept and their perceptions of safety at school. A total of 421 students were administered anonymous questionnaires assessing perceived sociability self-concept and school safety. They were asked to rate their concern with, and exposure to, violence in four critical areas: use of physical force, being bullied, having property stolen, and being threatened with a weapon. Results indicated that students who reported more violent incidents occurring at school also tended to be more concerned about school violence. Statistical analysis of results shows that sociability appears to be a moderator variable, in that the effect of exposure on concern varied as a function of sociability. Overall, those students who had witnessed violence around them were inclined to report more concern, whereas those with less exposure were less concerned about the potential for school violence. Results suggest that building strength in sociability self-concept may benefit all students. Implementing supportive programs that include sociability self-concept may provide educational practitioners with an important strategy to enhance the resiliency of early adolescents. The report ends with 18 references and a table giving mean scores for adolescent concern about violence by exposure across levels of sociability. (RT)

ED 456 539

EA 031 229

Bergeson, Terry; Kanikeberg, Ken; Butts, Robert
State Laws Regarding Education Reform, Assessment, and Accountability in Washington State.

PUB DATE- 05

NOTE- 43p.; Updated for use in the 2000-01 school year.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (890)

DESCRIPTORS- Accountability; Educational Assessment; Educational Change; Elementary Secondary Education; Government Publications; *State Legislation; *State Regulation

IDENTIFIERS- Reform Efforts; *Washington

This document combines in one place the provisions of Washington

ED 456 558

EA 031 264

Hancock, Kenneth
Funding of Oklahoma Common Schools with a Texas Tax Plan: A
Cautionary Note.

PUB DATE- 01

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; Fiscal Neutrality;

*School Funds; *School Taxes; *State Aid; *Tax Allocation

IDENTIFIERS- *Common Schools; *Oklahoma

This report examines the theoretical result of a change in the way Oklahoma could fund its common schools if it used a Texas tax system that relied heavily on an ad valorem tax structure or another taxation system. Using data from the 1999 school year, calculations of state aid for the more than 540 school districts were made for four scenarios: Oklahoma tax system without recapture, Oklahoma tax system with recapture, Texas system without recapture, and Texas system with recapture. Calculations were compared with one another of these scenarios for the 1999 school year. Results indicate that if there is a shift from state collection and dispersal of tax dollars for Oklahoma's common schools, a recapture mechanism could be used to maintain the level of fiscal neutrality that Oklahoma has enjoyed for the past several years. Recommendations include keeping the bulk of tax collections for schools at least at the present level of 60 percent from state sources, and examining how other tax structures would affect school funding. Attachment A shows student (statistical) weights used in calculations; Attachment B is a copy of the State Aid Formula used to calculate foundation and incentive aid for 1998-99. (Contains 23 references.) (RT)

ED 456 559

EA 031 265

Charter School Laws across the States, 2000: Ranking Score Card
and Legislative Profiles.

PUB DATE- 00

NOTE- 89p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - General (130), Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- *Charter Schools; *Educational Legislation;
Educational Policy; Elementary Secondary Education; Evaluation;
*School Law; *State Legislation

IDENTIFIERS- Reform Efforts

For the 4th year, the Center for Education Reform has evaluated the strength of state legislation establishing charter schools throughout America. The Center offers the nation's only comprehensive evaluation of all charter-school laws using well-established criteria. These laws fall along a spectrum from "strong" (fostering the development of numerous, genuinely independent charter schools) to "weak" (providing few opportunities for development). Thirty-seven state charter laws are ranked according to strength using an A to F grading system. The legislative analysis of each state's charter law and ranking in this document is important for several reasons: the data can serve as guideposts for what kind of charter activity is likely to occur under certain legislative conditions; they also provide a useful yardstick against which

syndrome and bipolar disorder; (10) differences between attention deficit hyperactivity disorder and bipolar disorder; (11) how to choose the best neurologists, psychiatrists, therapists, schools, and teachers for the child with wild and extreme behavior; and (12) how to make police involvement or psychiatric hospitalization part of the healing plan. An appendix includes a list of 10 Web sites. (Contains approximately 100 references.) (CR)

ED 456 578

EC 308 562

Braeger, Todd; Cottle, Valerie; Gee, Eric J.
Special Education Funding in Colorado.
SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- 00
NOTE- 44p.; In fulfillment of House Bill No. 00-1159, Article 22-26-117, Section 8. Lorrie Harkness and Charm Paulmans provided assistance in preparing this report.
LANGUAGE- English
EDRS Price- MF01/PC92 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Educational Finance; Elementary Secondary Education; *Finance Reform; Financial Support; *School Funds; *Special Education; *State Aid; State Federal Aid; State School District Relationship
IDENTIFIERS- *Colorado

This report discusses the outcomes of a study that investigated the funding of education programs for children with disabilities in Colorado. The report describes the characteristics of the students being served in special education, reviews Colorado's current system of funding special education, reviews the results of a survey given to representatives of each of the 54 administrative units and members of the Colorado Special Education Advisory Committee, evaluates the current system of funding, reviews the special education funding systems utilized by the other states, and provides recommendations for reform. Results from the study found that overall, 18.5 percent of the Colorado student population is identified as having disabilities significant enough to warrant intervention, with perceptual or communicative disabilities being the primary type of disabilities experienced by children. The total federal contributions for special education funding amounted to 8.9 percent of the total revenues, state contribution amounted to 18.9 percent of total revenues, and 69.3 percent came from local contributions for the 1996-97 school year. It is recommended that Colorado increase state funding to reduce the local costs closer to the national average of 32 percent. Appendices include extensive data tables. (Contains 17 references.) (CR)

ED 456 579

EC 308 563

Fuchs, Lynn S.
Monitoring Authentic Problem Solving: MAPS for Enhancing Outcomes for Students with Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; Children; *Community Programs; *Disabilities; *Federal Aid; *Grants; Nonprofit Organizations; *Parent Associations; *Proposal Writing

IDENTIFIERS- Individuals with Disabilities Educ Act Amend 1997

This manual is designed for individuals, community organizations, and groups that wish to become Community Parent Resource Centers (CPRC). The competition for these grants is issued by the U.S. Department of Education, Office of Special Education and Rehabilitative Services and the Office of Special Education Programs. The handbook provides helpful hints and suggestions for writing a grant proposal. Key sections of the handbook address: (1) the steps to writing a proposal; (2) requirements for being funded as a CPRC; (3) requirements that CPRCs must fulfill to assist parents of children and youth with disabilities; (4) how CPRC grant applications are scored; (5) what should be included in a proposal; (6) constructing an effective proposal; (7) identifying priority requirements; (8) successfully completing the abstract, project significance, project design, goals, objectives, outcomes, methods, quality of project personnel, adequacy of resources, management plan, and the evaluation plan sections of the application; (9) other resources on grant writing; (10) 26 tips on writing an effective proposal; and (11) how to start and operate a nonprofit corporation. Authorizing legislation from the Individuals with Disabilities Education Act is excerpted and a glossary is included. (CR)

ED 456 596

EC 388 583

O'Brien, John

Deliberate-Fire: An Account of Organizational Transformation in Onondaga Community Living, Syracuse, New York.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.; Minnesota Univ., Minneapolis. Inst. on Community Integration.

PUB DATE- 95

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adults; *Community Programs; Empowerment; Group Homes; Helping Relationship; *Independent Living; *Mental Retardation; *Organizational Change; Organizations (Groups); *Program Development; *Program Evaluation

From April 11-14, 1995, the Onondaga Community Living (OCL) organization hosted a team of five visitors sponsored by Syracuse University's Center on Human Policy. OCL provides services to empower and individually support people with developmental disabilities. In investigating the organization's move toward the provision of individual supports in integrated settings from group home placement, the visitors gathered stories of personal and organizational change from the point of view of nine of the people OCL supports through individualized services and group residences, families, housemates and assistants, and OCL staff. In this paper, the visitors reflect on the stories of change they heard and identify some implications for OCL. Recommendations are provided and fall under the following nine themes: (1) deepening understanding in

Disabilities.

PUB DATE- 01

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Accommodations (Disabilities); Access to Education; *Accessibility (for Disabled); Cerebral Palsy; Elementary Secondary Education; Evaluation Methods; *Inservice Teacher Education; *Knowledge Base for Teaching; *Physical Disabilities; Self Evaluation (Individuals); Student Needs; *Surveys; *Teacher Attitudes; Teacher Education; Wheelchairs
A survey instrument is presented that is designed to explore the in-service training needs of general elementary and secondary teachers as they relate to learners with physical disabilities. It contains 75 items and takes 20-25 minutes to complete. The survey includes questions about the educator's teaching experience, teacher training in special education, attitudes and knowledge level of children with physical disabilities, particularly of those with Duchenne dystrophy, cerebral palsy, and spina bifida, educational needs of students with physical disabilities, knowledge level of adaptive equipment, environmental adaptations, and self-confidence in knowledge level. Most items on the survey ask the participant to rate a statement on a 5-point scale, with 5 meaning the participant strongly agrees with the presented statement and 1 meaning the participant strongly disagrees with the statement. (CR)

ED 456 618

EC 388 694

Ahearn, Eileen W.

Tapping Medicaid Funds. Quick Turn Around (QTA).

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 8p.; Produced by Project FORUM at NASDE.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Disabilities; *Educational Finance; Educational Legislation; Elementary Secondary Education; *Federal Aid; Federal Legislation; *Special Education; *State Programs; State School District Relationship

IDENTIFIERS- Arizona; Center on Special Education Finance; Connecticut; Delaware; Illinois; *Medicaid; Pennsylvania; Washington

In 1993, Project FORUM issued a report (Ahearn, 1993) that provided information on resources available to states and districts in accessing Medicaid reimbursements for services for students with disabilities, a relatively new source of funding at that time. It is now over 10 years since Medicaid funds were approved for use for special education services, and this document summarizes the current conditions and issues concerning the use of these funds. It begins by providing an overview of the Medicaid program, state requirements for accessing funds, and legislative changes that made it possible to access funds for providing services to students with special needs. Findings from the Center on Special Education Finance of state finance systems in 1999-2000 are presented and indicate there was significant growth in state recovery of Medicaid funds over the past 5 years. Billing was conducted by local education agencies or other parties in about two-thirds of responding states. The portion of reimbursements that states return to the local education agencies ranges from 15 to 100

experiences in the effective teaching of lexis and structures; to make its participants aware of the importance of such necessities and creating a learning community and teaching strategies for the retention and recycling of lexical and structural terms; and to give its participants practice in designing classroom activities on teaching lexis and structures. Part one provides an overview of the course, and part two gives a detailed description of each day of the course. Objectives, timing, and procedure are indicated for each activity. Part three invites readers to have their own experiences in implementing the course. Appendixes contain a brief description of the activities presented during the course and a list of recommended readings for each day, the end-of-course feedback form, the instructor's checklist, useful tips for the instructor, and a list of extra activities. (KFT)

ED 456 641

FL 026 853

Laternau, Joseph
Standards-Based Instruction for English Language Learners. PREL
Briefing Paper.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Standards; Educational Benefits; English
(Second Language); Language Minorities; Learning Activities;
Outcome Based Education; Second Language Instruction; Second
Language Learning; Second Languages; Teaching Methods

This paper examines the potential benefits of standards-based instruction for English language learners (ELLs), presents a backward mapping process for designing standards-based instructional units, and reviews the design of two standards-based units for ELLs. Most of the document is in the form of a table to make the standards-based process clear. For example, one figure has column A begin with the statement, "In standards-based instruction teachers..." do the following, while the corresponding box in column B answers with a statement beginning with, "The potential benefits for ELLs are that this shift..." has the following beneficial result. Another figure describes the instructional accommodations for ELLs in one column and the corresponding rationale in the adjoining column. The final figure has the ELL plan unit learning activities in one column with a commentary/discussion in the adjacent column. (Contains 22 references.) (KFT)

ED 456 642

FL 026 854

Dinapoli, Russell; Algarra, Vicki
Role-Plays as Strategically Active Scenarios.

PUB DATE- 01

NOTE- 7p.; Paper presented at the Annual Congress of the Spanish Association of Applied Linguistics (19th, Leon, Spain, May 3-5, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(14); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Applied Linguistics; Communicative Competence
(Languages); Cooperative Learning; Drama; Linguistic Input;

Instruction; Second Language Learning; Socioeconomic Status;
Student Attitudes; Teaching Methods
IDENTIFIERS- Jordan

The aim of this paper is to investigate the factors involved in applying multimedia in teaching English as a foreign language. In particular, it deals with the non-courseware factors affecting the use of multimedia in improving the pronunciation and oral communications skills of students majoring in English for Specific Purposes at the Jordan University for Science and Technology. The factors under investigation are the following: previous instruction in pronunciation using the conventional classroom teaching method, familiarity with multimedia, English proficiency, academic achievement, free time using multimedia, attitudes toward using multimedia, and socioeconomic class. This study showed that using computers, especially multimedia, as a teaching aid in developing the oral skills of English majors is influenced by several non-courseware factors such as students' academic achievement in English at school, their general grade point average, their achievement in oral courses taught at the university, the extent of their computer use, and their attitude towards it. The results show that there are variations in effect of these factors on using multimedia as a teaching aid in improving the oral skills in a foreign language. (Contains 34 references.) (Author/KFT)

ED 456 662

FL 026 888

Genes, Jasson

The Influence of Age in the Acquisition of English as a Third Language.

SPONS. AGENCY- Ministry of Education, Culture, and Sport, Madrid (Spain).

PUB DATE- 81

NOTE- 11p.; Paper presented at the International Asocciacion Espanola de Estudios Anglo-Norteamericanos (AEDEAN) Conference (23rd, Leon, Spain, December 16-18, 1999). Also supported by the Basque Government.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (158)

DESCRIPTORS- *Age; *Age Differences; *English (Second Language); Foreign Countries; Grammar; *Language Proficiency; Language Research; Listening Skills; Pronunciation; Questionnaires; Reading Comprehension; Second Language Instruction; Second Language Learning; Secondary Education; Secondary School Students; Writing (Composition)

IDENTIFIERS- Spain

This paper analyses the influence of age on the acquisition of English as a third language by focusing on the development of general proficiency in English by school children. Participants were 68 secondary school students who had studied English for 6 years but started learning it at different ages. All participants completed a battery of tests and questionnaires including different measures of proficiency in English: story telling, listening comprehension, composition, and grammar. The results show differences between older and younger students. These differences are discussed in reference to the existing research on the age factor in second language acquisition. The results indicate that the younger group obtained lower scores in different aspects of language proficiency than the older group. Older students had generally higher scores in all categories, much higher in some areas (composition and grammar), but scored lower than the younger students in

ED 456 684

HE 034 236

Mitchell, Joyce Slayton
Winning the Heart of the College Admissions Dean: An Expert's
Advice for Getting into College.

PUB DATE- 01

NOTE- 194p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)

DESCRIPTORS- *College Admission; College Bound Students; College
Choice; College Entrance Examinations; *Decision Making; *High
School Students; High Schools; *Student Financial Aid

This book is designed for the college student who wants to
understand the college admissions process so that he or she can
make good decisions about college. The chapters are: (1) "Self-
Assessment"; (2) "College Admissions Testing"; (3) "What's Out
There? Researching the Colleges"; (4) "The College Visit"; (5)
"Communications: Personalize, Personalize, Personalize"; (6)
"College Economics 101"; (7) "Final List: Eight First Choices";
(8) "College Essay"; (9) "The Application"; (10) "The
Interview"; (11) "Late Decision (Wait Listed)"; (12)
"Transfers"; and (13) "A Parenting Challenge." Three appendixes
contain a "College Admissions Talk," an annotated list of 22
resources, and a list of the top 101 U.S. colleges. (SLD)

ED 456 685

HE 034 237

FDTL Phase Three: Funded Projects. HEFCE and DEL Awards under
Phase Three of the Fund for the Development of Teaching and
Learning. Report.

PUB DATE- 01

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Finance; Educational Research;
*Financial Support; Foreign Countries; Higher Education;
*Learning; Program Descriptions; *Program Implementation;
*Teaching Methods

IDENTIFIERS- *England

This report provides summaries of the projects funded under phase
three of the Fund for the Development of Teaching and Learning
(FDTL) in England. The FDTL aims to stimulate developments in
teaching and learning and to involve institutions in
implementing good practice. A total of 33 projects were funded
under phase three, at a total cost of 6.8 million British
pounds over 3 years. Each project summary describes the subject
area and theme of the project, lists any partner institutions,
and describes funding, goals, operations, and project outcomes.
Each summary contains contact names for further information.
(SLD)

ED 456 686

HE 034 238

Presley, Jennifer B.; Clery, Suzanne B.
Middle Income Undergraduates: Where They Enroll and How They Pay
for Their Education. Statistical Analysis Report. Postsecondary
Education Descriptive Analysis Reports.

PUB DATE- 01

universities in the United Kingdom, tells the stories of those who have been involved in rapid institutional changes in higher education. The chapters are: (1) "Introduction: Innovation"; (2) "Researching Innovation"; (3) "The Experiences of Innovators"; (4) "The Institutions: Structures, Roles and Change"; (5) "Teaching and Learning"; (6) "The Culture of Institutions"; (7) "Enabling and Inhibiting"; (8) "The Competitors"; and (9) "Challenges of Innovation." Six appendixes contain details about study methodology including information about sampling and protocols. (Contains 171 references.) (SLD)

ED 456 707

HE 034 264

Rowland, Stephen
The Enquiring University Teacher.

PUB DATE- 95

NOTE- 134p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (855)

DESCRIPTORS- *College Faculty; *Foreign Countries; *Higher Education; *Inquiry; *Professional Development; *Teaching Methods; *Values

IDENTIFIERS- *Reflective Inquiry; United Kingdom

This book is a guide to an approach to professional development in which one's own teaching is a field of inquiry. The book explores the nature of the university teacher's inquiry and the importance of questioning personal and intellectual values in university teaching. The chapters are: (1) "Introduction to the Enquiry"; (2) "The Relationship between Teaching and Research"; (3) "Learning about Learning"; (4) "A Pedagogical Theory?"; (5) "Academic as Student"; (6) "Writing to (Re)discover a Love of Learning"; (7) "Reflections on a Story"; (8) "Exploring Values in Teaching"; and (9) "What's To Be Done?" (Contains 116 references.) (SLD)

ED 456 708

HE 034 265

Bourner, Tom, Ed.; Katz, Tim, Ed.; Watson, David, Ed.
New Directions in Professional Higher Education.

PUB DATE- 88

NOTE- 256p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (826)

DESCRIPTORS- Case Studies; Educational Practices; *Foreign Countries; *Higher Education; *Lifelong Learning; *Partnerships in Education; *Professional Development; *Teacher Certification

IDENTIFIERS- United Kingdom

This collection contains a series of analytical case studies of developing practices that respond to the challenges to higher education in the United Kingdom at the start of the new millennium. Chapters addressing important themes in developing professional higher education are: (1) "Lifelong Learning and Professional Higher Education" (David Watson); (2) "Issues of Professionalism in Higher Education" (Catherine Watts); (3) "University Education for Developing Professional Practice" (Tim Katz); (4) "Partnership in Higher Education," containing "Working with Multiple Partners in Social Work" (Jackie Linsley), "Developing a Model of Partnership in Primary ITT"

Edition. Second Edition.

PUB DATE- 01

NOTE- 90p.; For revision of 1997 edition, see ED 417 277. Edited by Jane Huston.

LANGUAGE- English

EDRS Price- MF06 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Auto Mechanics; Competency Based Education;

Curriculum Guides; *Diesel Engines; Hydraulics; Instructional

Materials; Job Analysis; Learning Activities; *Metal Working;

Postsecondary Education; Power Technology; Secondary Education;

Teaching Guides; *Technology Education; Tests; Units of Study;

*Welding

IDENTIFIERS- Crosswalks (Linking)

This complete teacher edition of a diesel technology course consists of introductory pages, teacher pages, and the student

edition. The introductory pages provide these tools: training

and competency profile; National Automotive Technicians

Education Foundation Crosswalk; instructional/task analysis;

basic skills icons and classifications; basic skills matrix;

and tools, equipment, and materials list. The teacher pages

consist of some or all of these components for each unit:

suggested activities; answers to assignment sheets; written

test with answer key; learning activities sheet(s); teacher

supplements; and transparency masters. The student edition

provides some or all of these components for each unit:

objective sheet; information sheet; student supplements;

assignment sheets; and job sheets. Twelve units are grouped

into three sections. Section A: Workplace Tools has three five

units: overview of diesel-powered vehicles, basic tools and

equipment, reference materials, measuring instruments, and shop

operation. Section B: Common Materials has three four units:

mechanical fasteners; lines, fittings, and couplings; seals and

bearings; and fluids and lubricants. Section C has three units:

basic electrical principles, basic hydraulic principles, and

basic welding and cutting. (YLB)

ED 456 223

CE 082 159

Elias, Peter; McKnight, Abigail; Kinshott, Graham

Redefining Skill: Revision of the Standard Occupational

Classification (SOC2000). Skills Task Force Research Paper 19.

PUB DATE- 99

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Career Guidance; *Classification;

Developed Nations; *Employment Qualifications; Foreign

Countries; *Job Analysis; Job Skills; *Occupational

Information; *Occupations; Postsecondary Education; Research

Problems; Secondary Education; *Standard Setting; Statistical

Analysis; Vocational Education

IDENTIFIERS- *United Kingdom

This paper considers issues relating to the measurement of skill

for national statistical purposes. It draws upon the work

program and research underlying the revision of the national

occupational classification for the United Kingdom (UK), SOC90

(Standard Occupational Classification introduced in 1990). The

report's introduction states the intention to reflect upon the

review-related research findings; detail the perceived

FE and higher education should be more coordinated or more separated; whether future growth should be concentrated or dispersed; whether FE institutions and higher education institutions should collaborate or compete among sectors and among individual institutions; whether participation in FE should be increased in numbers or widened in direction; and whether requirements for colleges offering higher education should be made lighter or heavier. (KC)

ED 456 236

CE 082 202

Wagner, June G.

Getting Back to Basics.

PUB DATE- 01

NOTE- 9p.; Published four times per year. Theme issue.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials

(022), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Basic Business Education; Business Skills; Classroom Techniques; Cooperative Education; Cooperative Learning; *Education Work Relationship; *Educational Needs; Educational Resources; Employee Attitudes; Employer Attitudes; *Employment Potential; Employment Practices; Experiential Learning; Futures (of Society); *Job Skills; Money Management; Secondary Education; *Teaching Methods; Teamwork; Technological Advancement; Technological Literacy; Transitional Programs; Two Year Colleges; Vocational Education; Work Experience; Work Experience Programs

This business education journal contains two articles and three class activities related to teaching business skills relevant to today's economy. The first article, "Skills for a Changing Economy," provides an overview of the skills needed in today's business environment. According to the article, as many as half of recent high school graduates leave school without the skills they need to succeed in the work force or in higher education, not because education is becoming less effective but because the knowledge required grows much more quickly than high school curricula can be updated. The article says that skills needed in today's business climate include soft skills (communication and team work), hard skills (basic mathematical and economic understanding, personal finance, reading, and reasoning), and technology skills (using the appropriate technology to carry out such basic tasks as word processing). The second article, "Teaching Business Basics," suggests cooperative activities and school-to-work programs that teachers can use to help students learn the skills they need to succeed in the business world. Ideas are presented for teaching communication and soft skills; technology skills; budgeting, credit, and computation; and international business skills. Three learning activities focus on hiring, budgeting and saving, and preparing to do business in Japan. (KC)

ED 456 239

CE 082 207

Kirby, Sean; Nelson, Andrew; Shelley, Kristina; Stringer, Tiffany T.; Tate, Patricia; Teossi, Mitra

Occupational Projections and Training Data. 2000-01 Edition. Bulletin 2521.

PUB DATE- 00

NOTE- 119p.; Supplement to the 2000-2001 edition of the "Occupational Outlook Handbook", which can be accessed at

before starting the course; graduates who provided vocational reasons for taking the course; students who were employed during the course; and graduates who received higher qualifications from the course. Employment status before and during TAFE training was thus a strong factor influencing employment status. Although the weakest effect for both groups was qualification from the course, the higher qualification proved better for employment. The qualifications received from TAFE produced the best employment results when supported by work experience during and/or before training. (Contains 19 references.) (MN)

ED 456 254

CE 082 234

Atochorens, David
From Research to Reality: An International Perspective
(International Panel).

PUB DATE- 01

NOTE- 5p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers. "Papers Presented at..."
(150)

DESCRIPTORS- Adoption (Ideas); Competence; *Developing Nations; *Educational Policy; *Educational Research; Educational Trends; Foreign Countries; Global Approach; Influences; Lifelong Learning; Needs Assessment; Policy Formation; Postsecondary Education; Research Needs; *Research Utilization; Secondary Education; *Theory Practice Relationship; Trend Analysis; *Vocational Education

IDENTIFIERS- *Australia; Globalization

Technical and vocational education and training (TVET) has reemerged as a hot topic in policy debates on educational developments in developing nations. This renewed interest in TVET is motivated by the necessity to address the new economic challenges stemming from recognition of the role of knowledge in economic development and the deep transformation of labor markets associated with globalization. Depending on specific national contexts, the TVET reform agenda could be defined around the following broad directions: redefining TVET around broader competencies; the need to expand/delay TVET provision at the postcompulsory level; and the need to conceive school-based education and training as the first step of lifelong learning. For developing countries, research can be seen as moving in the following directions: assessing the results of ongoing policies; documenting new developments or relatively neglected issues; and providing training for disadvantaged groups. Putting TVET into action faces a number of obstacles, including lack of research capacities in developing countries and the linkage of research to the donor agencies that finance it. Strengthening the links between research and policy requires pursuing two directions, namely, training of TVET planners, managers, and policymakers and dissemination and access to research results. (MN)

ED 456 255

CE 082 235

Comley, Les; Arandez, Leoni; Holden, Sue; Kuriata, Ewa
Are TAFE Organisations Learning Organisations? Do They "Walk the Talk"?

importance of the learner in all aspects of the learning process. (Contains 20 references.) (YLB)

ED 456 270

CE 082 250

Deissinger, Thomas

Quality Control and Employability: Are the Parameters of VET in Germany's Dual System Facing Severe Challenges?

PUB DATE- 01

NOTE- 15p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Apprenticeships; Comparative Education; Delivery Systems; Developed Nations; *Education Work Relationship; Employer Attitudes; *Employment Potential; Foreign Countries; Government Role; Job Training; Labor Force Development; Postsecondary Education; *Quality Control; *School Business Relationship; Secondary Education; Vocational Education

IDENTIFIERS- *Australia; Germany

A major proposition is that dual training arrangements alone do not necessarily solve quality problems in the delivery of vocational education and training (VET) nor improve VET links to the labor market. An essential strategy for Australia should be to further develop holistic training courses linked to apprenticeship models and embed both into a dual system and a comprehensive system of quality control of VET. The German dual system is an alternating training structure. Training occurs in a company providing the apprenticeship and in a compulsory vocational part-time school. Conditions of apprenticeship are closely linked with the prerequisite of homogeneous training schemes based on governmental training ordinances. Companies provide training opportunities on a totally voluntary basis. Two basic types of in-company VET are training as part of the working process and training pursued in a specific training environment. A major advantage of German dual training is the rate at which apprentices move into regular full-time employment within the training firm. From an institutional and didactical point of view, these three ways are conceivable to integrate special groups into dual training and bring dual training up to date in terms of new training contents and methods to ensure quality standards and matching of training and work: fragmentation, sequential/differentiation, and stage training courses/supplementation. (Contains 40 references.) (YLB)

ED 456 271

CE 082 251

Down, Cathy

Learning for Transfer--A Theory of Situational Learning.

PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

team. (Contains 11 references.) (MN)

ED 456 287

CE 082 267

Kell, Peter
Issues in VET Research: Current Crisis and Potential Possibilities.

PUB DATE- 01

NOTE- 9p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Opportunities; *Educational Research; *Educational Researchers; Experimenter Characteristics; Financial Support; Foreign Countries; Futures (of Society); Government Role; Models; Partnerships in Education; Policy Formation; Postsecondary Education; Research and Development; Research and Development Centers; Research Coordinating Units; Research Design; Research Methodology; Research Opportunities; *Research Problems; Research Skills; *Research Utilization; Secondary Education; Skill Development; State of the Art Reviews; Training Methods; Trend Analysis; *Vocational Education

IDENTIFIERS- Australia; Research Trends; *TAFE (Australia)
Australian education and training and vocational education and training (VET) research are in a state of crisis. Both the higher education and VET sectors are now squeezed and subject to contradictory objectives, multiple accountabilities, heightened expectations, and diminished resources in an environment of uncertainty and frustration. The research training environment is little better, and the VET research community is in a particularly vulnerable position. Publicly funded VET research has enjoyed a period of steady growth in activity since the late 1980s. However, serious questions are beginning to arise about the nature and character of the orientation of VET research and the identity and purpose of VET research. The environment is increasingly being dominated by "evaluative" research that is mostly directed to the science of policy rather than a wider exploration of issues. There is also a prevailing view that unless research is immediately "useful" in addressing the needs of government, it lacks legitimacy. The future for VET researchers is increasingly related to future changes to the work of teachers and VET practitioners. Many opportunities for postgraduate research are shrinking, and success in competitive grants has such low odds of success that it is difficult to see where future developments will originate. (Contains 10 references.) (MN)

ED 456 288

CE 082 268

Krogh, Lola
Action Research as Action Learning as Action Research as Action Learning...at Multiple Levels in Adult Education.

PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

construction of a fast capitalist discourse of first line management. FLMs' opinions on what training would be helpful in the workplace, how it would help in the job, and what would be different as a result of training have been used to identify social practices FLMs construct in forming their own social identities in the discourse of first line management. Data suggest FLMs' current social practice in the discourse of the work area is determined by downsizing and the casualization of the work force, compliance with government legislation, and satisfying the productivity outcomes of the organization. Training can give participants the opportunity to identify literacies they need to operate in the discourse. (Contains 10 references.) (YLB)

ED 456 305

CE 082 285

Renwick, Kerry

Learning To Learn Online: Box Hill Learning Network.

PUB DATE- 01

NOTE- 8p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232. "An initiative funded by the Office of Post Compulsory Education, Training and Employment (Victoria)."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Developed Nations; Foreign Countries; Institutional Cooperation; *Job Training; Online Courses; *Online Systems; Organizational Objectives; Partnerships in Education; Postsecondary Education; Program Development; *Program Implementation; Staff Development; Teamwork

IDENTIFIERS- Double Loop Learning; *Learning Organizations; Work Based Learning

The Box Hill Learning Network (BHLN) in Australia has these two arenas of activity: to enable BHLN to become sustainable and to develop an online learning system that caters to the needs of the network. Partners are Box Hill Institute, Box Hill Hospital, Box Hill Senior Secondary, City of Manningsham, and City of Whitehorse. Within this partnership, the BHLN aims to develop a community of practice; deliver work-based training through the use of online learning; and support the host communities as they develop strategies to become learning organizations. Establishment of BHLN has been a positive experience for the facilitators involved. There has been an imperative to create a community of practice before BHLN could begin to promote itself in other arenas. The attainment of this goal at such an early stage is significant. These activities or competencies to become a learning organization are to varying degrees becoming recognizable within BHLN's activities and work: scan and anticipate change in the environment; develop an ability to question, challenge, and change operational norms and assumptions; allow appropriate strategic directions and patterns of organizations to emerge; and become skilled in the art of double-loop learning. (YLB)

ED 456 306

CE 082 286

Education; Developed Nations; *Education Work Relationship;
Employer Attitudes; *Experiential Learning; Foreign Countries;
High School Students; Inplant Programs; Job Placement; Part
Time Employment; Program Effectiveness; *Student Attitudes;
Teacher Attitudes; *Vocational Education; Work Experience;
*Work Experience Programs
IDENTIFIERS- *Australia (New South Wales); *Australia (South
Australia)

A research study in Australia examined the nature, extent, and methods of workplace learning for school students. Following a literature review that found that the proportion of school students who work part-time is increasing but that there is relatively little research on the learning outcomes of either work experience or work placements, interviews were held with policy makers, employers, and researchers in the area that held the literature review's findings. In addition, a survey of students in grades 10-12 in 13 schools, was conducted and follow-up interviews and focus groups with students, teachers, and employers were held in New South Wales and South Australia. The study showed that just over two-thirds of the respondents had done work experience, and both students and teachers found value in the experience. Only 11 percent had done vocational placements, and a very small number were involved in part-time apprenticeships and traineeships. Students reported that they learned much more in paid work and vocational placement than in work experience. Finally, students reported they learned experientially, by watching others, and by being shown individually by a trainer or co-worker. About 60 percent of the students have had formal paid work, including 10 percent who worked in family businesses. Although students did not at first report much learning in any of the types of workplace activity, when prompted, they tied workplace activities to learning workplace skills. (Contains 29 references.) (KC)

ED 456 322

CE 082 303

Smith, Heather; Jones, Anne; Burrows, Jennifer; Daly, Peter;
Woodman, Jane
Training the TAFE Sessional Workforce: A New Dynamic in
Professional Development.

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To
Work. Proceedings of the Australian Vocational Education and
Training Research Association (AVETRA) Conference (4th,
Adelaide, Australia, March 28-30, 2001); see CE 082 232.
Reports on one of four research projects sponsored by the
Victoria Office of Post Compulsory Education, Training and
Employment (PETE).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Demography; Developed
Nations; Educational Demand; Educational Needs; Educational
Trends; Faculty College Relationship; Females; Foreign
Countries; Inservice Teacher Education; Males; *Part Time
Faculty; Postsecondary Education; *Professional Development;
*Teacher Attitudes; Teacher Characteristics; Teacher
Qualifications; Teacher Welfare; *Teaching (Occupation);
*Vocational Education Teachers

IDENTIFIERS- *Australia (Victoria); *TAFE (Australia)

As part of a larger project, this study was conducted to provide
a snapshot of the characteristics, size, work patterns, and
training needs of the sessional teaching work force in

manufacturing in the 21st century; (2) discretionary effort and the organization of work; (3) market dynamics and work organization in the steel, apparel, and medical electronic instruments and imaging industries; (4) workplace transformation and its effects on plants and workers; (5) measurement of the components of a high-performance work system; (6) performance effects of high-performance work systems; (7) the relationship between high-performance work systems and worker outcomes; (8) the effect of high-performance practices on earnings; and (9) the relationship between work systems and productivity growth. The study produced hard evidence that high-performance workplace practices, including employee empowerment and shop-floor participation, are not only good for workers but are also a major source of competitive advantage for companies. (Thirty-eight tables/figures are included. The bibliography contains 202 references.) (MH)

ED 456 339

CG 031 017

Gallman, Dorothy
Strategies for Managing School Violence among Students with Disabilities.

PUB DATE- 01

NOTE- 22p.; Other authors include Bruce Bates; Yvonne Bradley; Ovanual Bush; Tujuana Bush; Maebell Shaw-Castle; Lois Cunningham; Wayne Frazier; Harry Frinks; Sonya Granger; Alice Grice; Tracy Haigler; Issao Lee; Bertha McCants; Cynthia McClorin; Valerie McGahee; Joe Moore; William Sandifer; Lafayette Stewart; Ernestine Thomas; and Clint Walker.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Problems; Elementary School Students; Elementary Secondary Education; Program Descriptions; *School Safety; School Security; Secondary School Students; Social Problems; Special Needs Students; Student Behavior; *Violence
Threats to teachers and students and acts of violence cause disruption in the normal functions of a typical school day by obstructing the learning process. Security in schools is a major concern. In the last few years, new research and procedures have expanded the issues of school violence. Studies have been conducted on the relationship between violent behavior and the exposure of normal progress of students with disabilities to certain factors at home, school, and the community. Educators must learn to cope with many factors that impact school violence such as fighting; violent behavior; weapons; harassment; vandalism; theft; and assault. This document discusses ways in which educators can deal with these factors. Courses such as positive decision-making and conflict resolution are now being fused into the curriculum. New school policies are being revised to restructure discipline procedures. Prevention programs are continuously being adapted for those with and without disabilities. (Contains 27 references.) (JDM)

ED 456 340

CG 031 039

Assessing Community Coalitions.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.; Robert Wood Johnson Foundation, Princeton, NJ.

PUB DATE- 01

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

successful completion of a treatment program, the court has the option of dismissing the original charge, reducing a sentence, or issuing a combination of the two. This paper provides information on national organizations, publications, and the names of community leaders who have expertise in drug courts. Currently there are 361 drug courts in operation with an additional 220 in the planning process. Information in this document can assist communities in undertaking the needed measures to treat and reduce substance abuse. (JDM)

ED 456 365

CG 031 126

Domestic Violence. Technical Assistance Packet.

PUB DATE- 00

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alcohol Abuse; *Community Action; *Drinking; Family Problems; *Family Violence; *Illegal Drug Use; Influences; Intervention; Prevention; *Substance Abuse

Substance abuse has long been recognized as a precipitating factor in many domestic violence incidents. The main type of substance abuse is alcohol usage. Forty-six percent of the offenders reported being dependent on or abusing alcohol, while another 28% were found to be dependent on opiates, cocaine, marijuana, or inhalants. Nearly two-fifths of the domestic violence offenders said that they had been drinking at the time they were arrested for domestic violence. This paper provides tools, tips, and resources that communities can use to help reduce substance abuse and domestic violence. Included is a list of national organizations, publications, and community leaders who have expertise in the domestic violence area. It also contains stories of how some communities have responded to this problem. (JDM)

ED 456 366

CG 031 127

College Binge Drinking. Technical Assistance Packet.

PUB DATE- 00

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alcohol Abuse; *College Students; Community Action; *Drinking; Higher Education; Intervention; Prevention; Self Injurious Behavior

IDENTIFIERS- *Binge Drinking

College students are engaging in a form of destructive behavior known as binge drinking. The Harvard University College Alcohol Study defines binge drinking as consuming five or more drinks in a row for males and four or more drinks in a row for females. This Join Together packet provides tips, and resources to help professionals undertake initiatives to reduce alcohol consumption among college students. It lists national organizations, publications, and the names of community leaders who have expertise in drinking among college students. It also contains stories of how some communities have responded to this problem. (JDM)

ED 456 367

CG 031 128

last year participated in the study. As hypothesized, analyses revealed that current attachment levels were related to each of the outcome variables. Indices of social functioning accounted for additional variance only when conceptualized as perceived connection to the social environment, but not in terms of perceived support from family and friends. The results are discussed in relation to counseling interventions with clients experiencing relationship difficulties. (Contains 89 references and 3 tables.) (JDM)

ED 456 388

CG 031 185

McCarthy, Christopher J.; Lambert, Richard G.; Beard, Michelle; Canipe, Kara
Examination of Preventive Resources, Life Events, and Coping Strategies.

PUB DATE- 01

NOTE- 48p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); Affective Behavior; College Students; *Coping; Higher Education; *Measures (Individuals); Personality Measures; Stress Variables; Student Adjustment; Validity

The Preventive Coping Resources Inventory (PRI) was developed to assess specific coping resources most useful for stress prevention and also applicable to education settings.

Undergraduates (N=501) at a large, southwestern university completed the inventory and other measures of adjustment and coping. Exploratory factor analysis revealed five factors that underlay the inventory were perceived control, maintaining perspective, social resourcefulness, humor, and organization. An additional cross-over factor, self-acceptance, was also retained. Evidence for the convergent and discriminant validity of the PRI was provided by theoretically consistent relationships with related constructs such as self-efficacy, general coping resources, and coping strategies. Evidence for its criterion-related validity was supported by hierarchical regression analyses in which scales from the PRI predicted perceived stress levels after controlling for the incidence of negative life events. Suggestions for future research and applications to educational settings are discussed. (Contains 47 references and 6 tables.) (Author/JDM)

ED 456 389

CG 031 186

McCarthy, Christopher J.; Rude, Stephanie
Relationship of Emotional Functioning to Depression in College Students.

PUB DATE- 01

NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Behavior; College Students; Coping; *Depression (Psychology); *Emotional Experience; Higher Education; Mental Health; Personality Measures; *Self Concept

the Corpus of Test Units and Results of Pilot Testing.
(Contains a glossary, an author index, a subject index, and 111 references.) (NKA)

ED 456 410

CS 014 421

Ediger, Marlow

Analyzing Student Difficulties in Reading.

PUB DATE- 01

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Classroom Techniques; Primary Education; *Reading
Comprehension; *Reading Diagnosis; *Reading Difficulties;
*Reading Improvement; *Reading Instruction; Teacher Role; *Word
Recognition

According to this paper, a good reading teacher is able to
analyze problems faced by students in reading and remediate
that which is necessary. The paper stresses that the reading
teacher needs to be a good observer of student reading habits
to notice where to intervene to improve the skills and
attitudes of the reader. It discusses diagnosis and remediation
in word identification, diagnosis and remediation in
comprehension, and the development of good attitudes toward
reading. (Contains 10 references.) (NKA)

ED 456 411

CS 014 432

Ediger, Marlow

Success in the Reading Curriculum.

PUB DATE- 01

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- *Classroom Techniques; Phonics; Primary Education;
*Reading Achievement; *Reading Instruction; *Reading Programs;
Reading Strategies; Teacher Role; Whole Language Approach
IDENTIFIERS- Big Books

This paper explores what a reading teacher might do to guide
students to achieve and be successful in reading. The paper
first points out that there are selected programs of reading
instruction which are individualized for optimal student
success, and then discusses some of these programs, such as:
individualized reading; the experience chart; programmed
reading; packaged materials as individualized reading
instruction; and sustained silent reading (SSR) as
individualized reading. It also discusses group experiences in
successful reading, including: the traditional basal readers;
library books used in a seminar method; and the Big Book
approach. The paper concludes with a discussion of the great
debate in reading--one school of thought stresses holism, while
the other advocates phonics instruction. It opines that reading
teachers need to study and analyze likenesses and differences
between holism versus tightly scripted programs of reading
instruction, suggesting that perhaps elements of both may be
used in the teaching of reading. (Contains 15 references.) (NKA)

ED 456 412

CS 014 441

Ediger, Marlow

This book covers works of fiction, oral tradition, and poetry published from 1994 through 1999, and is deemed suitable for young people from preschool through high school. The book deals with four major ethnic groups within the United States: African Americans, Asian Americans, Hispanic Americans, and Native-American Indians. It contains 561 entries on 541 books (a few are considered in more than one category). Also included in these entries is information about 130 other books by these writers or related books that help in identifying the writer or that amplify the description of a particular book. In addition, the entries are also expanded by references to more than 260 books that appear in the earlier volume. Noting that the 1994 volume involves 570 entries on 590 books published from 1995 through 1993, along with other related books, the new book points out that, taken together, the two volumes offer 1,131 entries and information on more than 1,100 featured books and cover a span of 15 years of multicultural literature for young people. While the book is intended primarily for the use of librarians, teachers, and parents, scholars and researchers could find it a springboard for insights into the development of multicultural literature during this period. (NKA)

ED 456 433

CS 217 640

Adkison, Stephen; Woodworth-Mey, Laura; Matzenbuehler, Ronald L. Writing History: Writing Assignment Design and Evaluation in Two American History Survey Courses.

PUB DATE- 01

NOTE- 10p.; Paper presented at the Annual National Writing across the Curriculum Conference (5th, Bloomington, IN, May 31-June 2, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Reports - Descriptive (Program/Project Descriptions) (141); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; Higher Education; Instructional Effectiveness; Introductory Courses; *United States History; *Writing Across the Curriculum; *Writing Assignments; *Writing Evaluation

IDENTIFIERS- *Idaho State University; *Writing to Learn

This interactive panel discussion paper by three educators focuses on the design and evaluation process of writing assignments in two American History survey courses at Idaho State University. The paper states that both approaches used-- student-centered, and authentic writing to communicate--offer two different perspectives on using writing-to-learn assignments in introductory history courses, since both reflect particular views of how history is practiced and taught. In the paper, the Writing Center director, focusing on the discipline-specific nature of writing in history and history courses, collaborates with members of the history department to design assessment and evaluation approaches for writing assignment in history survey courses. One instructor describes how to use creative writing assignments that present history in a thematic, interpretive fashion to expose students to the narrative flow of history and help students learn and communicate the historical material presented in survey courses. Another instructor finds that writing to learn assignments encourage students to demonstrate an understanding of the focus of a given topic by explaining the concept or discussing how to investigate the problem and by applying the topic to solve problems in history studies. (NKA)

(150)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Foreign Countries; Latin; Literacy; Pilot Projects; Program Descriptions; *Second Language Learning; Secondary Education; Student Attitudes

IDENTIFIERS- United Kingdom

This paper revolves around a pilot project, funded by the DfEE (Department for Education and Employment) in the United Kingdom, which explores ways in which ICT (Information and Communications Technology) can be integrated into the classroom. The Cambridge Online Latin Project aims to promote the teaching of Latin at Key Stage 3 (students of 12-13 years old) through the use of electronic resources based on the Cambridge Latin Course, Book 1. The paper describes and analyses the circumstances in which these resources are needed and have been used. It also focuses on pupils' views on use of electronic resources and on the emergence of a broadening conceptualization of "literacy," evident in the data. (Contains 13 references.) (RB)

ED 456 455

CS 217 701

Shermis, Michael, Ed.

Learning Math at Home. Parents and Children Together Series.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 82p.; Accompanying audiotape not available from ERIC. See ED 452 530-539 for more books in the Parent and Children Together Series.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Creative Works (Literary and Dramatic)

(030), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Bibliographies; *Home Study; *Mathematics; *Mathematics Skills; Parent Student Relationship; *Parents as Teachers; *Story Reading

IDENTIFIERS- Age Appropriateness; *Parents and Children Together; *Read Along

This book focuses on how to make math friendly for parents and children. The book has a companion audiotape with ideas and guidelines for the interested parent. The book's introduction also suggests some ways for parents to guide their children's reading. Part 1 of the book consists of three "Read-along Stories": "Turkey Tallies" (Lou Hamilton and Dave Coverly); "Paul Bunyan versus the Conveyor Belt" (William Hazlett Usson); and "Makanda Mahlanu (Joseph Sherman)". Part 2 deals with learning math at home. It contains the following sections: Guidelines for Parents; Friendly Math; Questions about Math; Math Activities; Help Your Children with Math Skills; and Books for Parents and Children. Most of the books listed are for children between the ages of 4 and 10 years old and are divided into books to read together, books for children to read by themselves, and magazines. (MKA)

ED 456 456

CS 217 702

Stroup, R. Stephen

Online Resources for K-12 Teachers: Language and Literacy Education. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement

Trent, John; Greer, Jennifer
Do News Media Messages Mitigate the Effect of Corporate Environmental Ads? A Test of Source Credibility and Message Balance.

PUB DATE- 01

NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advertising; Credibility; *Environment; Higher Education; *Mass Media Effects; *Mass Media Role; News Writing; Student Attitudes

IDENTIFIERS- Environmental Communications

Factors that influence attitudes toward a corporate environmental advertisement and its sponsoring company were examined with a quasi-experimental design. Subjects (undergraduate students) read one of five news stories about an ad touting an oil company's active environmental involvement to test for the effects of publication credibility and message balance. Exposure to any story about the ad lowered evaluation of the ad and company. Subjects who read stories containing only negative information about the ad rated the company lower than subjects who read balanced stories. Publication credibility did not influence attitudes. Subjects' environmental involvement, environmental participation, experience with oil companies, and political affiliation influenced attitudes toward the ad and company. (Contains 56 references and 2 tables of data.) (RS)

ED 456 479

CS 510 621

Fullerton, Jami A.; Umphrey, Don
An Analysis of Attitudes toward Statistics: Gender Differences among Advertising Majors.

PUB DATE- 01

NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advertising; Higher Education; Mathematics Anxiety; *Sex Differences; *Statistics; *Student Attitudes; *Undergraduate Students

This study measures advertising students' attitudes toward statistics. Subjects, 275 undergraduate advertising students from two southwestern United States universities, completed a questionnaire used to gauge students' attitudes toward statistics by measuring 6 underlying factors: (1) students' interest and future applicability; (2) relationship and impact of the instructor; (3) attitude toward statistical tools; (4) self-confidence; (5) parental influence; and (6) initiative and extra effort in learning statistics. Overall, findings reveal that advertising students have a negative attitude toward statistics and introductory statistics courses, but they like working on the computer. Women report being significantly more anxious about statistics, more likely to ask questions in statistics class and see their instructor if they have questions. Implications for teachers of advertising are

year 2000 slightly less than the real revenue growth of 6.7 percent in fiscal year 1996, but still quite strong by historical standards. Fiscal 2000 had the highest revenue growth in the last 9 years, both in adjusted and unadjusted terms. Revenue growth was much stronger than the states' projections at the beginning of the budget cycle. Meanwhile, tax cuts reduced revenue growth by less in fiscal year 2000 than in the previous 2 years. There are some signs that revenue growth is slowing in fiscal year 2001, which may put more of a pinch on state budgets. (DFR)

ED 456 500

EA 031 161

Shinners, Kathleen

Side by Side: When Public and Private Schools Share Knowledge.

PUB DATE- 00

NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Teaching and Curriculum (7th, Alexandria, VA, October 5-7, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cooperation; *Educational Change; Elementary Secondary Education; Participative Decision Making; Partnerships in Education; *Private Education; *Private Schools; *Public Schools

This paper reports on part of a larger study examining public/private school partnerships throughout the United States. It focuses on a limited analysis of data generated by respondents to questionnaires sent by the Forum for Public and Private Education to schools that were members nationwide and regionally of independent school associations. A more extensive analysis was provided by the results of a follow-up survey administered to a subset of independent schools that responded to the questionnaire. Existing university-school partnerships and corporate partnerships between and among schools were used as frames for analysis, because no significant research has been published on public/private school partnerships. The nature of the study, including lessons learned from university-school partnerships, was presented at the 2000 American Educational Research Association (AERA) annual meeting. This paper reports on specific activities in which different schools participated within their partnerships, as well as the varying levels of engagement and commitment to the partnership that partners accepted. The survey results revealed that independent schools and public schools were involved in many different types and kinds of partnership projects. They ranged from sharing alcohol-counseling programs to arts projects involving drama and dance. Based on the program descriptions provided, responses were categorized by their constituent focus as student-centered, academic (approximately 50 percent); student-centered, extracurricular (approximately 25 percent); and teacher-centered (25 percent). (Contains 10 references and 4 figures.) (DFR)

ED 456 501

EA 031 162

Kussrow, Paul G.; Purland, John
In Search of the Congruent Leader.

PUB DATE- 01

NOTE- 9p.

LANGUAGE- English

resources and capacity to take on more students or would be willing to participate in accepting more students. A survey of private schools was conducted to determine these factors for the 1998-99 school year and beyond. Questionnaires were mailed to 1,058 privately funded schools. Results gathered from 342 of them reveal that these schools could have accommodated more than 3 percent of Michigan's public-school enrollment in the 1998-99 school year. Responding schools also reported a willingness and ability to accommodate additional students and to expand in the future if demand justified it. Survey results suggest that proposals to expand parental choice in education or use privately funded schools to ease overcrowding in government schools could be both practical and efficient. The appendix tabulates the variety of Michigan privately funded schools. (RT)

ED 456 520

EA 031 193

Investments in Education: USAID Africa Bureau's Office of Sustainable Development, 1992-1999.

PUB DATE- 00

NOTE- 32p.; Cover page is the best copy available.

LANGUAGE- English

EDRS Price- MF01/PC92 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Involvement; *Educational Change; Educational Development; *Educational Policy; *Educational Research; Elementary Secondary Education; Equal Education; Foreign Countries; Information Management

IDENTIFIERS- *Africa

This document contains 14 reports on education reform in Africa. Research was carried out in the 1990s to better understand the dynamics and techniques of policy change. Questions explored included: What are some of the key elements in education policy reform in Africa? How effective have the tools available to USAID been in guiding and supporting education policy reform? and What new conceptual approaches and tools can assist USAID staff and host country partners to strengthen the policy reform process? The reports are as follows: (1) "Education Policy Development: A Brief"; (2) "An Approach to Constituency-Building for Policy Reform: Education Reform Support"; (3) "Association for the Development of Education in Africa (ADEA)"; (4) "Community Involvement in Education"; (5) "Decentralizing Education Services"; (6) "Educational Information Management"; (7) "Educational Networking in Africa: Education Research Network of West and Central Africa (ERNWACA)"; (8) "Elements of Policy Formation"; (9) "Identifying Determinants of Educational Achievement and Attainment"; (10) "Improving Equity in the Classroom"; (11) "Improving the Experience of Girls in the Classroom"; (12) "Improving the Health of School Children"; (13) "Promoting Reform in Basic Education"; and (14) "Research To Determine How Education Affects Girls' Lives." The brief highlights some of the findings and lessons from the research and related pilot activities. Each report presents findings and implications related to its particular topic. (RT)

ED 456 521

EA 031 194

Howard, Marilyn
Goals 2000: Educate America Act, Title III. Fifth Annual Report, 2000.

PUB DATE- 01

NOTE- 146p.

State law that provide the legal framework for "education reform." Due to the nature in which Washington State laws are "codified" in statute and to the comprehensiveness of education reform, the laws regarding education reform are scattered throughout the Revised Code of Washington. Changes have been made to the education reform law almost every year. Chapters include: (1) Major Changes for the 2000-2001 School Year; (2) Intent Section; Engrossed Substitute House Bill 1209; (3) Basic Education Goals; (4) Basic Values and Character Traits; (5) Essential Learnings and Assessments; (6) Accountability Commission; (7) Statewide Reporting of Assessment Results; (8) District Reading and Math Goal Setting; (9) Annual School Performance Reports; (10) Private and Home School Students Not Required to Participate; (11) Other State Assessments; (12) Flexibility Provisions; (13) Consolidated Planning; (14) Capacity-Building Provisions; and (15) Legislative Oversight. Because of the changes made in 2000, the 1999 version of this document is no longer current and should not be used. This updated version will be applicable through the 2000-01 school year. (RT)

ED 456 540

EA 031 231

Larson, Kirstin
Commercialism in Schools.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 5p.; Published four times during the school year. Theme
issue.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022); Information
Analyses/State-of-the-art Materials - ERIC Information Analysis
Products (071)

DESCRIPTORS- *Business; *Corporate Support; Elementary Secondary
Education; Marketing; Public Education; Public Schools; *School
Business Relationship

IDENTIFIERS- *Commercialism

This document gives voice to concerns raised by critics and supporters of commercialism in schools and provides brief descriptions of several important resources on this topic. "Commercial Activities in School" (U.S. General Accounting Office) reports on the nature and frequency of commercial activities in public schools, as well as the laws and policies that regulate them. "Supporting Students or Selling Access?" (The Association for Supervision and Curriculum Development) highlights controversies sparked by commercialism in schools. "Captive Kids: A Report on Commercial Pressures on Kids at School" (Consumers Union Education Services) looks at what commercial sponsors are teaching kids in school. "Corporate Involvement in Schools: Time for a More Critical Look" (Alex Molnar) considers how the commercialization of public education may affect the larger civic culture. "Capturing the Eyeballs and 'E-Wallets' of Kids in School: Dot.com Invades Dot.edu" (Hancy Millard) examines electronic marketing in schools and offers guidelines for schools that do business with technology providers. Two related books recommended for elementary school principals are "Elementary School Principal's Handbook" (William Collison and Carol M. McAllister) and "The Elementary School Principal's Calendar: A Month-by-Month Planner for the School Year" (Robert Ricken, Michael Tero, and Ida Ayres). (RT)

ED 456 541

EA 031 240

to measure and fashion forthcoming legislation and amendments; and they can create awareness of the details and repercussions of various policies by considering the path taken by other states. It is hoped that this document will serve as a guide for states in evaluating their own charter laws for the first time or revisiting the laws with an eye to making potential amendments. (RT)

ED 456 560

EA 031 206

Berkowski, John W.; Brown, Lisa A.; Dodge, Jean Arnold; Ford, Tonya L.; Hoffman, Adam; Jacobs, Jennifer M.; Jaffe, Geraldine; Krent, Nancy Fredman; Schwartz, Richard A.; Shaw, Brian C.; Sneed, Marie

Sexual Harassment by School Employees.

PUB DATE- 81

NOTE- 228p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Court Litigation; Elementary Secondary Education; Federal Courts; *Legal Aid; Postsecondary Education; Prevention; Resource Materials; School Law; *School Personnel; *Sexual Harassment; State Courts; Training

IDENTIFIERS- *Supreme Court

This monograph was designed to assist school attorneys, school board members, and administrators in their efforts to prevent, respond to, and defend against claims of sexual harassment by employees. It includes discussion of the law relating to harassment of employees by other employees and employee harassment of students. Practical advice is provided on developing comprehensive policies and procedures, conducting an investigation, and effective training programs. Help in preparing for Office for Civil Rights (OCR) and Equal Opportunity Employment Commission (EEOC) investigations can be found in the final two chapters. Seventeen appendices contain such documents as reprints of federal agency documents, sample policies and notices, checklists, sample training materials, and a resource list. It is imperative that schools prevent harassment from occurring, and respond promptly and appropriately when notified of specific incidents. This proactive and responsive approach is critical to establishing a work and educational environment free of harassment, ensuring that teaching and learning are not impeded and that schools do not incur legal liability. The monograph concludes with a National School Boards Association (NSBA) Council of Attorneys' Membership information request form, Council Publications list and order form, a statement about the NSBA, and a list of NSBA past council chairmen and NSBA Federation member affiliated state councils. (RT)

ED 456 561

EA 031 293

Spady, William

Beyond Counterfeit Reforms: Forging an Authentic Future for All Learners. A Searcrow Education Book.

PUB DATE- 81

NOTE- 235p.; Foreword by Ian Jukes.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/F feasibility (142)

DESCRIPTORS- *Educational Change; Educational History; Elementary Secondary Education; *Grading; *Grouping (Instructional Purposes); Life Satisfaction; *Lifelong Learning; Models;

DESCRIPTORS- *Adaptive Testing; Alternative Assessment; *Computer Assisted Testing; Computer Software; *Disabilities; Elementary Education; Evaluation Methods; Multimedia Materials; *Performance Based Assessment; *Problem Solving; Program Design; Student Evaluation

This final report describes the outcomes of Project MAPS (Monitoring Authentic Problem Solving), a project that developed multimedia computer-managed assessment environments to overcome the barriers educators face in using problem-solving performance assessment (PSPA) with students with disabilities. MAPS software was developed for 6 alternate performance assessments at each grade: grades 2, 3, 4, 5, and 6, for a total of 36 multimedia performance assessments. The multimedia presentation includes CD, options for reviewing selected parts of the CD, options for selecting parts of the text view, and options for selecting parts of the text for the computer to read/reread aloud. Students represent their responses on the computer by moving items from a sticker gallery or by typing in answers. The interactive scoring system automatically scores the student's responses. A study in which 46 students with disabilities and 46 comparable, same-age students completed performance assessments with and without the MAPS multimedia system, found the MAPS system could provide support for students to show what they know on complex performance assessments. Also, results showed that students could be trained in the use of the software in large group sessions lasting no more than 45 minutes. Appendices include sample screens from the MAPS multimedia system. (CR)

ED 456 580

EC 308 564

Identification of Children Who Are Gifted: A Technical Assistance Manual.

PUB DATE- 98

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Ability Identification; Elementary Secondary Education; Evaluation Methods; *Gifted; Minority Group Children; *Screening Tests; *State Regulation; *Student Characteristics; Student Evaluation

IDENTIFIERS- *Ohio

This technical assistance manual is designed to provide Ohio school districts with resources and information to aid in the development of appropriate procedures to identify children who are gifted. It is organized to respond to questions that districts may have or need to answer regarding gifted identification and provides information and strategies on which school districts may base decisions regarding the screening and assessment of children who are gifted. Specific sections address: (1) Ohio's definition of gifted children; (2) general guidelines for decision-making about identification procedures; (3) how to develop and implement district gifted identification procedures; (4) the steps to follow in gifted identification and parent notification, including pre-assessment, assessment for screening, and assessment for identification; (5) how districts should identify gifted children from populations which are frequently under-represented in the gifted identification process; (6) how districts should evaluate their gifted identification

order to better assist people who have a home base to move toward positive experiences and relationships and more valued roles; (2) actively helping people build community membership and friendships; (3) acknowledging the people OCL assists as they strengthen their own voices; (4) building stronger relationships with families; (5) strengthening households; (6) making the most of the gifts and learning of all staff; (7) keeping individual planning and case management in context; (8) making a distinctive contribution in employment support; and (9) keeping the OCL mission alive. (CR)

ED 456 599

EC 308 584

O'Brien, Connie Lyle; O'Brien, John
The Origins of Person-Centered Planning: A Community of Practice Perspective.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Minnesota Univ., Minneapolis. Inst. on Community Integration.; Syracuse Univ., NY. Center on Human Policy.

PUB DATE- 80

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC\$2 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adults; *Change Agents; Change Strategies;

*Disabilities; Empowerment; History; Independent Living;

Individual Power; *Long Range Planning; Normalization

(Disabilities); Organizational Change; *Personal Autonomy;

Program Development; *Rehabilitation Programs; *Self

Determination; Social Change

This paper traces the history of person-centered planning in programming for individuals with disabilities. It begins by describing the context shared by the first four methods of person-centered planning to emerge (Personal Futures Planning, Individual Design Sessions, Getting To Know You, and Twenty-Four Hour Planning) and some of their formative influences. The development of the Program Analysis of Service Systems (PASS) and the growth of community service systems sufficiently powerful to support all people, regardless of the severity of disability, is discussed, along with political and parent advocacy influences. It highlights the common agenda of the first approaches to person-centered planning which reflected their originator's involvement in the normalization teaching of community of practice. These approaches included: increasing choice, advocating de-personalizing labels and difference-making procedures, honoring the voices of the person and those who know the person best, building relationships, individualizing supports based on high expectations, and demanding that agencies adopt new forms of services. The paper concludes that person-centered planning has grown because passionate concern to support people with developmental disabilities to discover and contribute their gifts brought people together to form communities of practice. These communities of practice supported the creation of skills and knowledge necessary to organize growing numbers of people and agencies around people's vision of a good life in community. (Contains 57 references.) (CR)

ED 456 600

EC 308 585

O'Brien, John; O'Brien, Connie Lyle
Walking toward Freedom: One Family's Journey into Self-Determination.

percent. Additional information is presented for six states: Arizona, Connecticut, Delaware, Illinois, Washington, and Pennsylvania. A data sheet is included that shows level of Medicaid reimbursements for different states. (Contains 18 references.) (CR)

ED 456 619

EC 388 805

Cooney, Bernard F.

The Widening Gap of Intolerance: An Analysis of Standards-Based Reforms and Special Education in Secondary Schools.

PUB DATE- 01

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (158)

DESCRIPTORS- Academic Accommodations (Disabilities); Academic Standards; Access to Education; Change Strategies; *Disabilities; Diversity (Student); Educational Change; Educational Innovation; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Inclusive Schools; Regular and Special Education Relationship; Secondary Education; *Student Placement

IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act Amend 1997; *Skrtic (Thomas M)

This report discusses current secondary school restructuring efforts of nine school districts that are implementing the Individuals with Disabilities Education Act (IDEA) and New York State initiatives to provide students with disabilities access to general education curriculum and settings. It demonstrates how Skrtic's (1995) mutually reinforcing assumptions play out in schools today as they move to comply with both the educational reforms and mandates in the reauthorization of IDEA and the standards-based intensification movement regarding student performance and teacher accountability. Findings from the study indicate: (1) standardization creates inequities that result from a widening gap between what is expected of students in terms of the context and how they perform; (2) neither the general education nor special education systems as they are currently structured can adapt to effectively accommodate the needs of all students; and (3) special education teachers took the initiative for implementing change. The report concludes that in order to achieve the democratic goals of education, schools must restructure under a new paradigm, one that addresses the cultural, structural, and organizational changes to successfully meet the wide range of needs for learners of diverse abilities. (Contains 26 references.) (CR)

ED 456 629

EC 388 687

The PEC (Postsecondary Education Consortium) Salutes Making a Difference.

SPONS. AGENCY- Special Education Programs (ED/OBER), Washington, DC.

PUB DATE- 01

NOTE- 81p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Assistive Devices (for Disabled); *College

Problem Solving; Role Playing; Second Language Instruction;
Second Language Learning

Input must be both contextualized and natural if it is to be coterminous with actual communication, in which interlocutors participate in a cooperative and dialogic process. However, when input becomes decontextualized, discourse shifts to a superficial plane. As is commonly the case in theater, verbal act meaning in the classroom setting is formulated in a scripted text and addressed in terms of speaker intention. Unlike the theater, in a second language (L2) classroom, scenario texts are usually analyzed from a narrower linguistic perspective and their signifiers are linked to communicative problem solving strategies. L2 learners, therefore, rarely have the opportunity to use the L2 with all the implicatory force that accompanies actual performance. They are deprived of the essential part of the actual communicative experience. In this paper, it is maintained that the dynamic interaction of the strategic action sort propounded by DiPietro (1994) and the "process drama" type of approach suggested by Shin-Mei Kuo and O'Neill (1998) can help learners to expand their language development to include framework in which input serves to spark output. This paper discusses the fusing of dramatic conflict and role playing in L2 instruction. (Contains 38 references.) (KFT)

ED 456 643

FL 026 855

Hewell, Kavatus R.
Respecting Black English as a Style of Discourse.
PUB DATE- 90

NOTE- 17p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (Language Section) (Houston, TX, February 21-26, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Bidialectalism; Black Culture; Black Dialects; Blacks; Diachronic Linguistics; Elementary Secondary Education; English; Linguistics; Sociolinguistics; Standard Spoken Usage; Urban Language

This paper offers a brief but comprehensive overview of various issues pertaining to the use and origins of Black English. The purpose of the paper is to help educators understand Black English and celebrate this dialect in class while facilitating the acquisition of Standard English. It holds that Ebonics is a dialect of English with its own set of rules, and is not inferior to Standard English but merely different. Origins are uncertain, but contending theories assert that it is derivative of lower class southern white speech or that it is a creolization of English. (Contains 18 references.) (KFT)

ED 456 644

FL 026 885

Affirming Francophone Education: Foundations and Directions. A Framework for French First Language Education in Alberta = Affirmer l'éducation en français langue première: fondements et orientations. Le cadre de l'éducation francophone en Alberta.

PUB DATE- 01

NOTE- 113p.

LANGUAGE- English; French

EDRS Price- MF01/PC05 Plus Postage.

pronunciation. (Contains 18 references.) (KFT)

ED 456 663

FL 026 889

Ceneiz, Jessens
Basque, Spanish, French and English in the Basque Country.
PUB DATE- 88

NOTE- 17p.; Paper presented at the Seminar on Comparative Perspectives in Multicultural Europe (Oegstgeest, Netherlands, January 28-30, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(870), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Basque; Bilingual Education; Bilingualism;
*Demography; *English (Second Language); Foreign Countries;
French; Heritage Education; Language Attitudes; *Language
Maintenance; Language Minorities; Language Proficiency;
*Language Role; Official Languages; Second Language
Instruction; Second Language Learning; Sociolinguistics;
Spanish; Uncommonly Taught Languages

IDENTIFIERS- France; National Policy; *Spain (Basque Provinces)

This paper analyzes the demographic, sociolinguistic, and educational status of Basque in the whole of the Basque country: the Basque Autonomous Community (BAC), Navarre in Spain, and the Northern Basque Country in France. It also discusses English as a third language within the bilingual educational system in the BAC. In terms of demography, 22% of the population of the Basque country is bilingual and an additional 14.5% is "passive bilingual." Even though the percentage of all bilinguals (passive and otherwise) is 35% in the Northern Basque Country, the lack of institutional support for the Basque language is producing an important decline in its knowledge and use while in the BAC and Navarre the decline has already been stopped. The use of the Basque language in the BAC and Navarre has increased as it has come back into use in everyday life. The use of Basque is most influenced by the user's competence in the language and the use of Basque in the user's social networks and the sociolinguistic area where he or she resides. Basque as a medium of instruction has increased somewhat in the BAC and Navarre but is still very weak in the Northern Basque Country, across the border in France. These results confirm the crucial role played by institutional support in the revitalization and survival of lesser used languages. (Contains 19 references.) (KFT)

ED 456 664

FL 026 890

Payne, David, Ed.
Notes on Linguistics, 2000.

PUB DATE- 00

NOTE- 238p.; Published quarterly. Formerly Summer Institute of Linguistics.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Acoustic Phonetics; Annotated Bibliographies;
Applied Linguistics; Diachronic Linguistics; Grammar;
Intonation; Lexicography; *Linguistics; Morphology (Languages);
Phonetics; Phonology; Pronunciation; Second Language Learning;
Semantics; Syntax; Uncommonly Taught Languages

This quarterly publication is designed to share information of practical, theoretical, administrative, and general interest.

NOTE- 114p.; Project officer was C. Dennis Carroll.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (116), Reports - Research/Technical (143)

DESCRIPTORS- *College Choice; Enrollment; Ethnicity; *Family Income; Higher Education; *Middle Class Students; *Paying for College; Racial Differences; Sex Differences; *Undergraduate Students

This report provides a profile of middle income undergraduates in comparison to their lower income and higher income counterparts and examines where middle income students enroll by price of attendance and how they and their families pay for college. Data are from the 1995-1996 National Postsecondary Student Aid Study (NPSAS:96). Middle income undergraduates are defined as those with family incomes between \$35,000 and \$69,999 in 1994. Thirty-seven percent of full-time, full-year (FTFY) undergraduates were defined as middle income. Middle income FTFY dependent undergraduates in 1995-1996 were 53% female, 81% White, non-Hispanic, and nearly all from families with at least three family members. About one third were first generation college students, and one quarter had parents with bachelor's degrees. Of FTFY dependent undergraduates, 8% were enrolled at the lowest price-of-attendance level colleges, 21% at moderate price institutions, 49% at upper price, and 23% at the highest price-of-attendance level. Virtually all families in the middle income group are expected to pay part of the price of attendance from their own resources. In 1995-1996, four out of five middle income FTFY dependent undergraduates had some financial need (after subtracting the expected family contribution), compared with almost all of those in the lower income category and one-third of those in the higher income category. One third of middle income FTFY dependent undergraduates with unmet need had not applied for financial aid, and reasons given included the belief that family income was too high or that the family could afford to pay. In 1995-1996, one-half of middle income FTFY dependent undergraduates with financial need received loans, and 52% received grants of some kind. Overall, findings show that lower income and middle income undergraduates have similar price of attendance enrollment patterns. (Contains 29 tables, 9 figures, and 13 references.) (SLD)

ED 456 687

HE 834 239

Mohapatra, Manindra K.; Koss, Bruce; Woods, Don A.; Lake, Gashaw
Attitudes toward Public Administration Education, Professional
Role Perceptions and Political Values among the Public

Administrators in an American State--Kentucky. Research Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01

NOTE- 28p.; Research based study of the State Public
Administrators in the State of Kentucky, carried out as a
collaborative research project between the School of Public
Administration of Kentucky State University and the Government
Service Center of the Commonwealth of Kentucky. Paper presented
at the Annual Conference of Political Studies Association
(51st, Manchester, England, April 9-12, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conferences
Papers, "Papers Presented at..." (150), Test, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Administrator Attitudes; *Administrators; Higher

(Maggie Carroll and Lorraine Harrison); and "Interprofessional Learning--An Evaluation" (Graham Stew); (5) "Independent Learning and Reflective Practice," containing "Practice for Lifelong Learning through Independent Learning" (Jenny Smith), "A Masters Degree by Learning Objectives" (Patrick Palmer), and "Independent Reflection in Teacher Education" (Angela Pickering); (6) "Using the New Learning Technologies," containing "Integrating Learning Technologies into Professional Development Programmes" (Katie Herson, Michael H. Sosabowski, and Andrew W. Lloyd); "The Use of Videoconferencing to Support Mentorship" (Duncan Cullimore and Avril Loveless), and "Assessing Learning in IT on a Business Information Technology Module" (Duncan Cullimore); (7) "Using the Internet and the World Wide Web," containing "Designing Multilingual, Multi-Disciplinary Distance Education" (Tony Hartley, Thierry Noddenot, Lyn Pemberton, and Raf Saik); (8) "An Intranet for the Business School: Developing a Model of Technology-Enhanced Higher Education" (Steve Flowers, Becci Newton, and Cameron Paine), and "A Web-Based, Student-Driven Module" (Gordon Bull and Mike Smith); (9) "Distance Learning and the International Dimension," containing "Role Development for Clinical Educators by Distance Learning" (Lynne Caladine, Ann Moore, and Jane Morris); "Course Delivery on Four Continents" (Ivan Birch); and "The European Intensive Course Experience" (Martin Daniels, Lyn Pemberton, Richard Griffiths, Thierry Noddenot, and Endika Bengotzeal); (10) "Preparation for Professional Practice," containing "Preparing Students for Professional Practice in Occupation Therapy Using Problem-Based Learning" (Marion Martin); "A Professional Development Scheme in a Sandwich Course: The Case of Computing" (Daniel Simpson and Colin Jackson), and "Encouraging Graduate Business Start-Ups in Art and Design" (Linda Ball); (11) "Assessment and Standards," containing "Assessment and Standards in Implementing Accreditation of University Teachers: A Case Study" (Maggie Blake and Stuart Laing); "Professional Accreditation in IT Project Management" (Robert T. Hughes), and "Dyslexia in the Professions--the Case of Nurse Education" (Katherine Martyn); (12) "A Framework for Personal and Professional Development" (Linda Ball); (13) "Professional Doctorates: The Development of Researching Professionals" (Tom Bourner, Rachel Bowden, and Stuart Laing); and (14) "Practitioner-Centered Research" (Tom Bourner, Suzanne O'Hara, and Linda Frances). (Contains 272 references.) (SLD)

ED 456 709

HE 034 285

Knight, Peter T.; Trowler, Paul R.
Departmental Leadership in Higher Education.

PUB DATE: 01

NOTE: 201p.

LANGUAGE: English.

EDRS Price: Document Not Available from EDRS.

PUB TYPE: Books (010); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS: Administrators; *Department Heads; Educational Assessment; *Higher Education; *Instructional Leadership
This book examines the ways that mainstream leadership thinking does and does not apply to departments and teams in higher education institutions. It offers a way of looking at the practice of leading rather than presenting a selection of tools or tips, and it contains extensive practical advice. The chapters are: (1) "Changing"; (2) "Leadership Theory,

inadequacies of SOC90; describe the problems associated with occupational definition in certain areas; show how the revised classification will affect the analysis of skill change; and cause experts to rethink the forecasts of occupational change. Section 2 presents an overview of the history of occupational classification in the UK. Section 3 describes the conceptual basis of the SOC. Section 4 details the perceived weaknesses in SOC90 and the constraints surrounding the development work undertaken to revise this classification. Section 5 outlines some key processes that were influential in bringing about a redefinition of occupations for statistical purposes. Section 6 discusses the resources that were used to investigate the processes of occupational change from a statistical and definitional perspective. Section 7 examines the revised classification in terms of its ability to distinguish and discriminate between occupations and the new analytical opportunities it will provide. Section 8 concludes that SOC2000 (published in spring 2000) makes better use of its conceptual base, solves problems inadequately dealt with earlier, and provides a better tool for job matching purposes than did SOC90. (YLB)

ED 456 224

CE 082 172

D'Amico, Ronald; Fedrau, Ruth; Kimball, Mary; Midling, Michael; Soukamneuth, Sengsouvanh

An Evaluation of the Self-Service Approach in One-Stop Career Centers. Final Report.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.

PUB DATE- 99

NOTE- 186p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Information; Adult Education; Agency Cooperation; Autoinstructional Aids; Cooperative Programs; Coordination; Economically Disadvantaged; Educational Resources; Employment Programs; *Employment Services; *Information Technology; Institutional Cooperation; *Job Training; Labor Force Development; Needs Assessment; Personnel Selection; Program Effectiveness; Program Evaluation; Program Implementation; *Resource Centers; Staff Development; *Staff Role; State Programs; Users (Information); Welfare Recipients
IDENTIFIERS- Career Centers; *One Stop Centers

This report presents findings from a study of self-service systems in eight One-Stop Career Centers that were identified as being particularly efficacious or noteworthy for completeness of resources, ease of use, or outreach to special populations. Chapter I describes the study design. Chapter II describes physical facilities. It focuses on the Resource Rooms in the centers that provide hard-copy and electronic resources and are open to the public on a walk-in basis. It details types of hardware available: computers, copiers, fax machines, televisions for viewing videos, and telephone books. Chapter III explores strategies that centers use to facilitate access to self-service. It discusses centers' efforts to promote access to the Resource Room among five population groups (disabled individuals, individuals with limited computer skills, welfare-to-work program participants, youth customers, and non-native English speakers) and strategies to document performance of the self-service system. Chapter IV addresses how centers' staff Resource Rooms and explains staff members' responsibilities and training. Chapter V describes resources

http://stats.bls.gov/emphome.htm. Preparation of material was supervised by Alan Eck under the direction of Mike Pilot.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (116), Reports - Research/Technical (143)
DESCRIPTORS- Adults; Education Work Relationship; *Educational Attainment; Employment Level; Employment Opportunities; *Employment Patterns; *Employment Projections; Employment Qualifications; *Employment Statistics; Labor Market; Labor Needs; Labor Turnover; *Occupational Information; Occupational Surveys; Statistical Analysis; Tables (Data); Training

IDENTIFIERS- *Occupational Outlook Handbook
This statistical and research supplement to the 2000-01 "Occupational Outlook Handbook" presents detailed, national, comprehensive statistics used in preparing the handbook. It also discusses recent research results and other topics valuable to training officials, education planners, vocational and employment counselors, job-seekers, and others interested in occupational information. Each topic is addressed separately in five chapters. Chapter 1 surveys secondary job data from the Current Population Survey that now are included in total employment estimates, while Chapter 2 presents detailed information about all occupations in the national industry-occupation matrix. In addition to statistics on employment and employment changes, growth rates, job openings, and self-employed workers, rankings from very low to very high for a number of variables are provided in a table in this chapter. The chapter also identifies the most significant source of education or training category designated for each occupation. Chapter 3 presents information about the factors affecting each of these categories. The concept of replacement needs is discussed in Chapter 4. The chapter defines what the data on replacement needs represent and describes how they were prepared. Projected replacement rates and estimates of replacement needs for 1998-2008 also are included. Finally, data from the National Center for Education Statistics on completions of institutional education and training programs by field of study appear in Chapter 5. The data described in the report are presented in 11 tables and a figure. (KC)

ED 456 240

CE 082 208

Barriers to Veterans' Employment Presented by Civilian Licensure and Certification.

PUB DATE- 98

NOTE- 30p.; Study initiated and published by the Congressional Commission on Servicemembers and Veterans Transition Assistance. Some text is missing.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Apprenticeships; *Articulation (Education); *Credentials; Education Work Relationship; Educational Opportunities; Employment Potential; Employment Qualifications; Equivalency Tests; *Job Skills; Licensing Examinations (Professions); *Military Personnel; *Military Trainings; Occupational Information; Postsecondary Education; *Student Certification; Training

A study examined the extent to which military training and experience adequately prepared individuals for civilian credentialing (licensure and certification), first in the healthcare and aircraft maintenance fields and then in a variety of other fields. The survey relied on information about

PUB DATE- 01

NOTE- 15p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Education; Adjustment (to Environment); Adult Learning; Comparative Analysis; Definitions; Educational Attitudes; Educational Change; Educational Environment; Educational Needs; Foreign Countries; *Lifelong Learning; Literature Reviews; Needs Assessment; *Organizational Climate; *Organizational Development; Position Papers; Postsecondary Education; Professional Development; Rural Areas; *Staff Development; Teacher Improvement; Technical Institutes; Trend Analysis; Universities; Urban Areas; *Vocational Education; Vocational Education Teachers

IDENTIFIERS- *Learning Organizations; *TAFE (Australia)

A study examined whether Australia's technical and further education (TAFE) institutes are currently learning organizations or on the road to becoming learning organizations. Data were collected through a literature review and a questionnaire administered to staff at two dual-sector universities, two metropolitan TAFE institutes, and two rural/regional TAFE institutes. Of the 79 respondents, 24.1% were general staff, 65.8% were teaching/teaching support staff, and 10.1% were senior managers. The majority of respondents in all three categories agreed with the following statements: (1) TAFE staff are lifelong learners; (2) TAFE organizations are learning organizations; (3) TAFE divisions of dual-sector universities demonstrate the characteristics of a learning organization more strongly than single-sector TAFE institutes do; and (4) rural/regional TAFE institutes demonstrate the characteristics of a learning organization more strongly than metropolitan TAFE institutes do. The percentages of respondents who believe that their TAFE institute exhibits various characteristics of learning organizations were as follows: provide learning opportunities for staff, 91.0%; have a shared organization vision, 84.8%; are open to change, 79.2%; manifest interunit cooperation, 65.4%; offer team learning opportunities, 71.5%; and develop human capital, 72.4%. It was concluded that, although the respondents considered their organizations to be learning organizations, additional evidence is needed to definitively support that contention. (Contains 10 references.) (MH)

ED 456 256

CE 082 236

Askov, Eunice; Simpson, Mary
Researching Distance Education: Penn State's Online Adult Education MEd Degree on the World Campus.

PUB DATE- 01

NOTE- 15p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; Context Effect; Developed Nations; Education Work Relationship; Educational Research; Foreign Countries; Generalization; *Job Skills; *Learner Controlled Instruction; Learning Motivation; *Learning Theories; Multiple Intelligences; Postsecondary Education; Secondary Education; Student Role; Teacher Role; Teaching Methods; *Transfer of Training; Vocational Adjustment; Vocational Education

IDENTIFIERS- Activity Theory; Australia; Reflection Process; *Reflective Thinking; Situated Learning; *Work Based Learning

An ongoing research project in Australia is focused on the concept of the transfer of competence across different working situations. It establishes a framework for learning that is student-centered and that integrates the concepts of activity theory, expansive learning, communities of practice, and multiple intelligences. Perceptions of those involved in vocational education and training, especially those involved in work-based learning and situated learning, have and will be used to enhance the model, which provides a matrix for analyzing expansive learning. The matrix combines the five principles of activity system thinking with four fundamental questions about learning. The five principles are activity system as unit of analysis; multi-voicedness; historicity; contradictions; and expansive cycles. The four questions are: who is learning?; why do they learn?; what do they learn?; and how do they learn? Data analysis shows that, for many participants, the multi-voicedness was internal as they slipped between themselves as learners and themselves as facilitators of learning. Thus, two clear systems could be identified, depending on the role the participant was reflecting on, and these systems carried their own historicity and contradictions. Educators should shift their focus away from the provision of information to the facilitation of the learner's ability to unpack and repack, analyze and synthesize, or deconstruct and reconstruct his/her current learnings against existing understandings within multiple frameworks. (YLB)

ED 456 272

CE 082 252

Down, Cathy; Stewart, Jane
Implementation of Training Packages at RMIT.

PUB DATE- 01

NOTE- 16p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

Figures are distorted.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141) Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Case Studies; Curriculum Development; Developed Nations; Foreign Countries; *Instructional Design; Learner Controlled Instruction; Postsecondary Education; Professional Development; *Program Implementation; Quality Control; *Student Centered Curriculum; *Student Evaluation; *Teaching Methods

IDENTIFIERS- Australia; *National Training Packages (Australia);

*Royal Melbourne Inst of Technology (Australia)

This paper reports on the Royal Melbourne Institute of Technology (RMIT) University's adoption of an approach to training packages that equally values the learning journey of its students with the training outcomes. The paper looks at the essential educational design issues, including underpinning

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Action Research; Classroom Techniques; Developed Nations; Educational Improvement; Educational Practices; *Evaluation Methods; *Experiential Learning; Feedback; Foreign Countries; Higher Education; *Learning Processes; Models; Operations Research; Participatory Research; Research Utilization; *Teaching Methods; Technical Education; Vocational Education; Vocational Education Teachers

IDENTIFIERS- *Australia; Reflective Practice; Work Based Learning
Research in Australia on evaluating the application of action research as an action learning tool and its impact on the learning of students, educators, industry, and training providers, explored how that learning, in turn, has impacts on research, learners, educators, and the community. In the field of social and community services, in particular, students completing Workbased Action Research Learning Projects become participatory action researchers as practitioners and, as interventionists, are seeking to help improve client systems. The concept of "learning by doing," in which learning is perceived as experiential, reflective, and reflexive, is fundamental to this approach. Learning partnerships between students and teachers and between and among students and workplace, and students, teachers, and industry, have become necessary and expected, permitting participation and ownership for the participants and employers. Action research learning projects were evaluated through a mixture of "process" and "outcome" evaluation, and roles of the respondents varied. All respondents valued using action research as an action learning experience and suggested that vocational technical education practitioners should definitely do it. The evaluation indicates that an "action research as action learning" educational model is an effective inclusive model of education management that promotes a chain reaction in which learning takes place at multiple levels. (Contains 30 references.) (KC)

ED 456 289

CE 082 269

Kronemann, Michaela

TAFE Teachers: Facing the Challenge.

PUB DATE- 01

NOTE- 9p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Developed Nations; *Educational Change; Educational Finance; *Educational Practices; Employed Parents; Family Caregivers; Family Relationship; *Family Work Relationship; Foreign Countries; *Job Satisfaction; Life Satisfaction; National Surveys; Overtime; Part Time Faculty; Peer Relationship; Postsecondary Education; Quality of Working Life; Sex Differences; *Teacher Attitudes; *Work Environment

IDENTIFIERS- *TAFE (Australia)

Nearly 1,000 technical and further education (TAFE) teachers in Australia responded to a national survey to determine the impact of funding cuts, constant changes, and restructuring on their work and family life. More than 2,000 questionnaires were sent to a random sample of education union members.

Rice, Ann

The World of Work of a TAFE Institute Manager.

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adjustment (to Environment); *Administrator Attitudes; Administrator Behavior; Administrator Characteristics; Administrator Qualifications; Administrator Responsibility; Administrator Role; Career Choice; Career Development; Change Agents; Decision Making; *Educational Administration; Educational Change; Educational Environment; Educational Needs; Educational Opportunities; Educational Trends; Employment Qualifications; Foreign Countries; Influences; Job Performance; Job Satisfaction; Job Security; Job Training; Leadership; Leadership Styles; Literature Reviews; Postsecondary Education; Professional Development; *Technical Institutes; Trend Analysis; *Vocational Directors; *Vocational Education *Australia (New South Wales); *TAFE (Australia)

IDENTIFIERS- *Australia (New South Wales); *TAFE (Australia)

The experiences of 9 of 13 institute managers at 1 technical and further education (TAFE) institute in New South Wales, Australia, were examined to enhance understanding of the experiences of institute managers in open-ended interviews. The interview questions focused on the following aspects of the job of institute manager: main reasons for becoming an institute manager; major influences on seeking to be an institute manager; extent of preparation for the job and the extent to which the job matched interviewees' expectations; best and worst aspects of the job; actual and desired responsibilities of the job; personal leadership style and influences on its development; level of involvement in decision making, leadership, and change; professional development needs and how they are being met; and managers' future plans. The following were among the recommendations emerging from the study: (1) career development must be considered and planned for; (2) aspiring institute managers should be given opportunities to gain experience in the position of institute manager; and (3) to successfully lead change in TAFE, managers must consolidate their relationships with head teachers and other staff in teaching sections while exploring avenues for growth and innovation in educational leadership. (Contains 20 references.) (MH)

ED 456 307

CE 082 287

Rees, Ian; Smith, Chris Selby; Wright, Liz

Misfit and Match: The Frontline Management Initiative in the Community Services and Health Industry.

PUB DATE- 01

NOTE- 33p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

technical and further education (TAFE) in the vocational education and training (VET) sector in Victoria, Australia. Twelve research questions formed the basis of two printed surveys that were distributed to 5,000 sessional (part-time) teachers and 613 managers in November 2000. The response rate was 19 percent for teachers and 36 percent for managers. Among the findings of the survey were the following: (1) about 10 percent more females than males were employed in the TAFE sessional work force, and about 67 percent of both genders were aged 40 and older; (2) the majority of sessional teachers work for one organization only; (3) the majority of sessional teachers at both public and private providers held teaching or training qualifications; (4) the majority of sessional teachers considered that work to be their career and thought they would be still working in that capacity in the next 5 years; (5) 38 percent of public and 21 percent of private sessional teachers were dissatisfied with the quantity of training provided by their employers; and (6) teachers indicated they are mainly interested in training in computers, information relevant to the areas they were teaching, and teaching and education skills. The study concluded that further research is needed into the type of work force that sessional teachers make up and how their needs should be met. (Contains 14 references.) (KC)

ED 456 323

CE 082 304

Smith, Peter J.; Wakefield, Lyn; Robertson, Ian
Testing the Feasibility of Strategies To Enhance Flexible
Delivery in the Workplace.

PUB DATE- 01

NOTE- 7p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232. Research project supported by the National Centre for Vocational Education Research (NCVER).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Change; *Cognitive Style; *Delivery Systems; Educational Change; Employee Attitudes; Flexible Progression; Independent Study; *Learning Strategies; Lifelong Learning; *On the Job Training; Online Systems; Organizational Change; Postsecondary Education; *Student Attitudes; Student Characteristics; Student Needs; Study Skills; *Teaching Methods; Vocational Education

IDENTIFIERS- *Australia

Previous research has shown that the majority of the characteristics of vocational education and training (VET) learners in Australia typically lie in the quadrant of "dependent" and "non-verbal," and preferred to learn from hands-on direct experience rather than through reading or listening. Workplace educational delivery systems for these learners, however, tend to fall into the quadrant of "verbal" and "independent/self-directed" learning. The results from this research indicate that challenges confront the successful implementation of flexible delivery for VET learners in the workplace. Therefore, a model should be developed to include intervention strategies to assist VET learners to develop the skills needed for effective self-directed, and ultimately, lifelong, learning and to include the development of enterprise-based strategies to assist enterprises to develop the policies, processes, and structures to recognize and support flexible

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Community Action; Community Programs; Cooperation; *Drug Education; Illegal Drug Use; National Surveys; Prevention; *Program Effectiveness; Program Evaluation; Public Health; *Substance Abuse

This document presents a report on a 2-year study of community anti-drug coalitions in 11 cities that have community initiatives programs. Through an extensive review of the literature, conversations with prevention experts, and interviews with members of the programs, an examination was made of the lessons learned by the coalitions. Since formal evaluation data of community anti-drug coalitions is not often available, and many programs do not address the question of what works best, this study attempted to use a broad approach to determine coalition evolution, implementation, and outcomes. Drug Strategies identified six elements that shape coalition effectiveness. They include a clear mission statement and strategic plan; broad, diverse membership; strong, continuous leadership; diversified funding sources; training; and evaluation. A broader public understanding of these elements will help communities create stronger coalitions and gather greater public and private support. A description is included of the 11 Community Anti-Drug Coalitions in Knight Communities across the country. Also included is a list of Drug Strategies publications as well as a description of the survey instruments developed for the assessment of community coalitions. (Contains 22 references.) (JDM)

ED 456 341

CG 031 084

Bergin, Jim, Ed.; Mullis, Fran, Ed.

GSCEA (Georgia School Counselors Association) Journal, 1999.

PUB DATE- 99

NOTE- 68p.; Published annually.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Career Academies; Conflict Resolution; Counseling;

***Counselor Training; Disabilities; *Elementary Secondary**

Education; Intervention; *Professional Associations;

***Professional Development; *School Counseling; Student Behavior**

IDENTIFIERS- Georgia

This document serves as a supportive tool for school counselors and their programs. It focuses on counseling issues and ideas, and has a particular emphasis on ideas for best practice. It also serves an important role in promoting the school counseling profession. This issue includes the following articles: (1) "Effective Counseling Strategies To Cope with Violence in Schools" (Kan V. Chandras); (2) "School Counselors...Taking a Moment To Touch the Head, the Heart, and the Hand: A Model for Character Education" (Cheryl Love, Aime Hinton, and Vasanthe Tinsley); (3) "Management vs. Control of Behavior of African-American Males in Elementary School (A Case for Reinforcing Appropriate Behavior)" (Alvin F. Anderson); (4) "A Promotive Approach to Conflict Resolution: A Model Peer Mediation Program" (Linda Youngblood and Jacquelyn Brown); (5) "FOCUS--Finding Opportunities for Coping and Understanding Self-Discipline" (Joanne Wells); (6) GSCEP...Georgia School Counselors' Effective Practices" (Fran Mullis); (7) "The Impact of Current Brain Research on School Reform and the Implications for School Counselors" (Barbara R. Jones); (8) "Language Dysfunction: A Key to Understanding and Counseling Students with Learning Disabilities" (Joyce Williams Bergin and James J.

Demand Treatment!

SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 00

NOTE- 17p.; A new project of Join Together, Boston University School of Public Health. Co-sponsors of the Project are Center for Substance Abuse Prevention, Center for Substance Abuse Treatment, National Institute on Alcohol Abuse and Alcoholism, and National Institute on Drug Abuse, and 19 national organizations.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(14)

DESCRIPTORS- *Alcohol Abuse; Counseling Effectiveness; Internet; Intervention; *National Programs; *Outcomes of Treatment; Program Development; Resources; Substance Abuse

IDENTIFIERS- Brief Therapy

Three-quarters of the people with serious alcohol and drug problems go without treatment. This is often caused by a lack of understanding about what constitutes treatment. Few consumers, family members, and policymakers realize that effective drug and alcohol treatment exists. This publication describes a nationwide project organized by Join Together to increase the number of people who receive alcohol and drug brief intervention and quality treatment throughout their communities. Section 1 describes the problem and the project. Section 2 discusses five reasons why Join Together created the "Demand Treatment!" Project. Regional conferences are described in Section 3 to provide participants with information and contacts. Section 4 describes the specifics of being a "Demand Treatment!" City Partner. Section 5 discusses using "Demand Treatment!" Internet resources. A "Demand Treatment!" conference registration form and a Join Together subscription order form are appended. (Contains 13 references.) (JDM)

ED 456 368

CG 031 130

Grieco, Melissa; Chambliss, Catherine
Educational Methods for Addressing Diversity Issues: The Use of Sociodramatic Techniques.

PUB DATE- 01

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Bias; *College Students; *Diversity (Student); Higher Education; *Role Playing; *Social Discrimination; Social Problems; Student Adjustment; Theater Arts; Workshops

A sociodrama workshop was used to address diversity issues on a residential college campus experiencing problems with prejudice and the acceptance of diversity. Fifteen members of the community participated and a survey was used to determine the problems. A sociodrama exercise helped members understand what it was like to be discriminated against. Based on a post-session survey, the group activities were found to be helpful in providing insight and support for those with concerns about diversity. The results suggest that sociodrama can be helpful in addressing social problems such as prejudice in a residential college community. (JDM)

ED 456 369

CG 031 131

Brown, Ara C.; Colon, Enid S.; Garman, Nicole; Chambliss, Catherine

Measures

This paper compares the self-reported emotion regulation strategies of individuals classified as depressed, depression-vulnerable (formerly-depressed), and never-depressed. Depressed individuals scored significantly higher than never-depressed participants on thought suppression as measured by the White Bear Suppression Inventory. They also scored significantly lower on the Attention, Clarity, and Repair scales of the Trait Meta-Mood Scale (TMMS) and on willingness to self-disclose negative emotions as measured by the Emotional Self-Disclosure Scale. They perceived themselves as less powerful than did never-depressed participants in a remembered sad situation. Depression-vulnerable (formerly-depressed) individuals scored significantly higher than never-depressed participants on thought suppression and significantly lower on TMMS Clarity scale. They also perceived a remembered sad situation as more undesirable than did never-depressed participants. (Contains 19 references and 2 tables.) (JDM)

ED 456 390

CG 031 187

Safe Schools Programs & Resources Guide.

PUB DATE- 99

NOTE- 201p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Drug Education; *Educational Environment; *Educational Resources; Elementary Secondary Education; Prevention; *School Safety; State Boards of Education; Violence
IDENTIFIERS- North Carolina

The first version of this guide was developed in response to the 1993 Safe Schools Act that required the State Board of Education to develop materials, models, and curricula addressing school safety. It recommended the development of conflict resolution and mediation materials to address responsible decision-making among students; the causes and effects of school violence and harassment; cultural diversity; and nonviolent methods for resolving conflict. In keeping with these goals, this revised edition examines potential resources aimed at improving school safety and improving the overall climate towards a more achieving school. It begins with a description of curricula available that teaches alternatives to violence. The next section details Spotlight Programs from LEA Safe and Drug-Free School Grants. This is followed by a description of ongoing community drug and violence prevention programs for adolescents. A survey of safe and drug free school coordinators programs is included along with a list of promising alternative education programs. There is a section on centers and programs for conflict resolution around the country along with information on the mediation network of North Carolina. The resource section contains a list of books, articles, and organizations. (JDM)

ED 456 391

CG 031 188

Guidance Curriculum for the Comprehensive School Counseling Program, K-12.

PUB DATE- 01

NOTE- 1171p.

LANGUAGE- English

Sequencing Student Reading Achievement.

PUB DATE- 01

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Primary Education; *Programmed Instruction; *Reading Achievement; *Reading Instruction; *Sequential Learning; Student Problems; Teacher Role

IDENTIFIERS- *Personalized Reading

Quality sequence for each student in reading instruction is vital. If "learnings" to be acquired are not sequential, then a student might well face difficulties in learning to read well. Some of the problems in reading instruction may be inherent in the basal textbook being used, and sometimes, problems of reading instruction reside within the teacher. Other problems in reading may be the result of students being inattentive or having a home setting with socioeconomic problems or parents who do not offer encouragement. This paper states that, in identifying the above-named problems, there has been a lack of sequence or order of events to guide students to achieve as optimally as possible in reading. The paper discusses programmed reading and sequence; personalized reading and sequence; and basal readers and sequence, noting that each approach has its strong/weak points. (Contains 10 references.) (HKA)

ED 456 413

CS 014 442

Brander, Peggy; Magnelli, Giovanna; Oetjens, Tamara; Seagren, Bethany

Improving the Reading Fluency of Students in the Primary Grades.

PUB DATE- 01

NOTE- 73p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program. Appendixes C-T contain copyrighted material not available from ERIC.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Action Research; *Instructional Effectiveness; *Multiple Intelligences; Parent Participation; Phonics; Primary Education; *Reading Improvement; *Reading Instruction; *Reading Motivation; Whole Language Approach

IDENTIFIERS- Balanced Reading Instruction; *Reading Fluency

This research described strategies used to improve the reading fluency of students. The targeted populations consisted of first, second, and third grade classes from middle class communities located in the Midwest. Evidence for the existence of this problem included teacher observation, parent surveys, and lack of progress shown on reading assessments. Analysis of probable cause data revealed that students demonstrated a lack of reading fluency related to absence of exposure to literacy, influence of media and technology, self-esteem, and economic strain limiting quality family time. Educators have found that this decrease of reading fluency has affected students' abilities in all curricular areas. A review of solution strategies revealed that a balanced approach is the most effective way for students to improve reading fluency. It is the responsibility of educators to identify the way each individual child learns. The strategies that have proven successful are the use of multiple intelligences, a balanced approach between phonics and whole language, increased family

ED 456 434

CS 217 661

Ediger, Marlow
Patterns and Structure of the English Language.

PUB DATE- 01

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Elementary Secondary Education; *English
Instruction; *Language Arts; *Language Patterns; *Sentence
Structure; Sentences

Students need to learn the involved patterns of sentences in the English language as well as the inherent structure. First, the paper discusses five common sentence patterns in the English language, with examples. Next, the paper deals with modifiers to extend sentences, including adjectives, adverbs, appositives, and dependant clauses. Finally, types of sentences are discussed: declarative, interrogative, imperative, and exclamatory. Brief ideas about activities students may do to learn the structure of the English language are listed. (SR)

ED 456 435

CS 217 662

Ediger, Marlow
Word Selection in the Spelling Curriculum.

PUB DATE- 01

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Elementary Secondary Education; *English
Instruction; *Language Arts; *Spelling; *Spelling Instruction
Which spelling words should students master in order to

communicate well in writing? There are numerous sources from which teachers may choose spelling words to use and teach. This paper discusses five such sources: the basal spelling textbook; words based on research studies; individualized spelling; words taken from subject matter units of study; and spelling words already mastered. Finally, the paper briefly outlines 10 characteristics of a forward-looking spelling program.
(Contains 10 references.) (SR)

ED 456 436

CS 217 664

National Writing Project. Hearing before a Subcommittee of the Committee on Appropriations. United States Senate, One Hundred Seventh Congress, First Session, Special Hearing (Bay St. Louis, Mississippi, April 17, 2001).

PUB DATE- 01

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; Federal Government;
*Financial Support; Hearings; Meetings; Program Descriptions;
Public Schools; *Teacher Education; *Writing Instruction

IDENTIFIERS- Congress 107th; Mississippi; *National Writing
Project

The federally funded National Writing Project has 167 sites in 49 states, the District of Columbia, and Puerto Rico. Of the eight

(ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest D162.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071); Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Resources; *Elementary Secondary
Education; *Information Sources; *Language Arts; *Literacy;
*Online Searching
IDENTIFIERS- ERIC Clearinghouse on Reading and Commun Skills;
ERIC Digests; *Web Sites
In response to the educational trend of using online resources,
this digest provides a list of 19 selected online resources
most likely to help educators plan and design their curricula.
Preparation of the digest began with a retrospective view of
language arts-related questions received over the last 5 years
by the reference staff of the ERIC Clearinghouse on Reading,
English, and Communication. This was followed by defining six
categories of frequently asked questions: (1) professional
organizations; (2) national research and development centers
and other federally funded projects; (3) listservs and online
discussion groups; (4) online journals; (5) children's
literature; and (6) lesson plans. Finally, using the digest
"Guidelines for Evaluating Web sites" (Abdullah, 1998), Web
sites were selected for each of the six categories. (NKA)

ED 456 457

CS 217 703

Coia, Lesley; Taylor, Monica
Future Perfect: Reflecting through Personal Narrative.
PUB DATE- 01
NOTE- 24p.; Paper presented at the Annual Meeting of the United
Kingdom Reading Association (37th, Canterbury, England, July 6-
8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120); Reports - Research/Technical (143); Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Data Collection; Educational
Research; Higher Education; Preservice Teacher Education;
*Preservice Teachers; *Professional Development; Thematic
Approach
IDENTIFIERS- *Reflection Process; *Teaching Perspectives; Voice
(Rhetoric)
Teaching is a reflective and deeply human activity, an ethical
enterprise that involves the teacher as a person. The
educational significance of autobiography lies in its ability
to enable people to understand their present experiences and
those yet to occur. Teacher-educators' interest in
autobiography is very narrowly defined: the professional
development of those who are entering teaching as a profession.
The 23 undergraduate pre-service teachers who wrote personal
narratives and final reflections for this study attend a small
liberal arts college in the New York City area. During the
first half of their middle level methods course, students were
asked to read a variety of texts including action research and
teaching narratives and write their own personal narratives
revolving around the themes of identity, adolescence, literacy,
curriculum, teaching and assessment, and diversity and
multiculturalism. Data collection (field notes from classroom
observation, discussions with students, and researcher

included. (Contains 35 references and 3 tables of data.)
(Author/RS)

ED 456 480

CS 510 629

Peck, Lee Anne
Beyond War Stories: Clifford G. Christians' Influence on the
Teaching of Media Ethics, 1976-1984.

PUB DATE- 01

NOTE- 27p.; Paper presented at the Annual Meeting of the
Association for Education in Journalism and Mass Communication
(84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060), Speeches, Conference Papers,

"Papers Presented at..." (150)

DESCRIPTORS- *Ethics; Higher Education; Journalism; *Mass Media;
*Teaching Methods

Clifford Glenn Christians' work in the area of media ethics
education from 1976 through 1984 has influenced the way media
ethics is taught to many college students today. This time
period includes, among his other accomplishments, Christians'
work on an extensive survey of how media ethics was taught in
the late 1970s, his work on the Hastings Center monograph
"Teaching Ethics in Journalism Education," and his creation in
1983 of the book "Media Ethics: Cases and Moral Reasoning," a
textbook that is still used today. In 1984, important events in
the teaching of media ethics occurred, events in which
Christians was instrumental in one way or another. The effects
of these events, which included the creation of a teaching
workshop for educators and a journal for mass media ethics, are
still visible today. (Contains 124 notes. Details on
Christians' degrees and professional experience are attached.)
(Author/RS)

ED 456 481

CS 510 630

Sallot, Lynne M.; Lyon, Lisa J.; Acosta-Alizuru, Carolina; Jones,
Karyn Ogata

From Aardvark to Zebra: A New Millennium Analysis of Theory
Development in Public Relations Academic Journals. A Top
Faculty/Student Research Paper.

PUB DATE- 01

NOTE- 52p.; Paper presented at the Annual Meeting of the
Association for Education in Journalism and Mass Communication
(84th, Washington, DC, August 5-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Content Analysis; Crisis Intervention; Ethics;
Feminism; Global Approach; Higher Education; *Public Relations;
*Scholarly Journals; *Theories

In a replication and extension of a 1984 study by M. A. Ferguson
to investigate the status of theory building by public
relations scholars, 748 abstracts and/or articles published in
"Public Relations Review," "Journal of Public Relations
Research," and its predecessor "Public Relations Research
Annual," since their inception through the year 2000, were
subjected to content analysis. Nearly 20% of articles analyzed
were found to have contributed to theory development in public
relations compared to only 4% in Ferguson's study. Theory was
most prevalent in articles about excellence/symmetry, public
relationships, ethics and social responsibility, crisis

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Educational Change; Elementary Secondary Education;
*Ethics; *Leadership; *Leadership Qualities; *Leadership
Training; *Moral Development; *Public Schools

A lack of congruency on the part of many leaders results in diminished effectiveness, if not outright failure. The soundness of a person in authority is an essential characteristic for potency as a leader. Irrespective of what system of ethical thought is proposed, effectiveness for leaders only comes from a stream of thought that demonstrates a congruency among beliefs, core values, demonstrated behavior, and truth. This paper reports on a study of leadership effectiveness. Included in this study is Senge's bestseller "The Fifth Dimension" in which he proposes that "personal mastery" starts internally and even serves as a spiritual foundation. This need to move toward a higher moral path, which in turn invites others to follow, is consistent with Lao-tzu and Confucius. Anderson's "Leadership Skills Inventory" is discussed to identify qualities of personal mastery of leaders. Thomas Kuhn's "The Structure of Scientific Revolutions" and Stephen R. Covey's "The Seven Habits of Highly Effective People" talk about the "Aha!" experience when someone sees reality in a different way, and they make a needed paradigm shift. Works by Bower, Blanchard and Peale, Seibert, and Covey discuss core values that serve to provide direction. Finally, the study explores difficulties in agreeing about what are acceptable, universal truths, using Ken Blanchard and Norman Vincent Peale's work "The Power of Ethical Management." (Contains 12 footnotes.) (DPR)

ED 456 502

EA 031 163

Blending, Jack; Snipes, Gail

An Instrument Designed for Shadowing High School Principals.

PUB DATE- 01

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrative Organization; Curriculum Problems; Discipline; *Educational Administration; *Educational Change; *High Schools; Parent Participation; *Principals; Public Schools; *School Culture; School Safety

This paper offers an instrument for using structured observation to study the managerial behavior of high school principals. The instrument organizes observations into several strands, which can be used to "shadow" a principal. The strands are: (A) basic administrative functions; (B) office-related tasks; (C) managing by walking about; (D) scheduled and unscheduled meetings and conferences; and (E) interactions and interruptions. Strand A addresses essential functions, such as student discipline, that a principal is expected to perform on the job. Strands B-D address time recorded for strand A functions from different perspectives, such as how much time the principal spends managing by walking about. Strand E uses frequency tallies rather than time as a measure to address interactions and interruptions. The instrument was developed to assist researchers and graduate students involved in action

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Achievement Tests; Annual Reports; Educational Administration; *Educational Assessment; *Educational Development; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Postsecondary Education; *State Action; State Boards of Education; State Departments of Education; State Standards; Statewide Planning

IDENTIFIERS- Educational Indicators; *Idaho

Idaho has made substantial progress carrying out its State School Improvement Plan under the direction of the Idaho State Board of Education and the Idaho State Department of Education, and with funding under the Goals 2000: Educate America Act. Three major areas of accomplishment provide the basis for continuing improvement activities. The first area is the revision and implementation of the Idaho Statewide Strategic Plan to create a "seamless" education system involving public elementary and secondary education, the State Department of Education, professional-technical education, higher education, and Idaho Public Broadcasting. The second area includes expansion and strengthening of the State Testing Program, a result of which is the creation of achievement standards for each grade level indicating sequentially based expectations of student achievement along with appropriate grade-level indicators of student knowledge. The third area involves development and implementation of state achievement standards whose first phase, the "Skill-Based Curriculum Project," is now complete. The state board is currently in the process of hiring an assessment specialist consultant whose primary goal is to develop a statewide assessment program for the K-12 public-school system. Appendixes A and B list subgrant award project summaries for fiscal years 1996 and 1999, respectively. (RT)

ED 456 522 EA 031 195

Tallerice, Marilyn
Accessing the Superintendency: The Unwritten Rules.
PUB DATE- 00
NOTE- 183p.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Administrator Selection; Boards of Education; *Consultants; Elementary Secondary Education; Employment Interviews; Equal Opportunities (Jobs); *Occupational Information; *Search Committees (Personnel); Search Strategies; *Superintendents

Pursuing and obtaining a superintendency is more complicated than any other educational employment process. School board members are intensely involved. Outside search consultants serve as power brokers. Long-standing biases are often built into the process. This book demonstrates how to navigate this challenging terrain by providing an "insider's" view of how superintendents are found, selected, and viewed. Findings are based on a comprehensive literature review; an in-depth study of superintendent search and selection practices in New York State; and interviews with 25 school board members, 25 search consultants, and 25 recent candidates. There are systemic regularities to search-and-selection processes that can be

Yinger, John
Fixing New York's State Education Aid Dinosaur: A Proposal.
Policy Brief.

PUB DATE- 01

NOTE- 38p.; The proposal in this policy brief was first presented at the Educational Priorities Panel's forum "Getting It Right with Regional Cost Indexes" (Albany, NY, April 3, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *State Aid; State Courts; *State Federal Aid; State Legislation; Tables (Data)

IDENTIFIERS- New York; New York City Board of Education

New York State provides aid to local schools in a way that is unfair to the neediest school districts with high educational needs or low property wealth. Proposed in this policy brief is a new formula for state aid based on a comprehensive educational cost index and a school performance index that reflects an average passing rate on the new English and math high school Regents tests. The cost index, derived from a regression analysis of the determinants of district spending per pupil in 1999, is similar to one used by Massachusetts. It determines the impact of one variable on spending, holding other variables constant. It takes several steps to separate cost factors outside a school district's control from those due to inefficiency. The first component, teacher wage-cost variation, allows the wage-cost index to control for teacher quality and account for both competition from the private sector and for the harshness of the classroom conditions. The second component is the cost of at-risk students, who are defined as those from a poor family, those with limited English proficiency, or those with a severe handicap. A foundation program based on the cost index would need to make up the difference between the spending required to meet the minimum performance and the revenue raised at the minimum allowable tax effort. The plan will require a minimum local tax effort provision. Aid to larger cities would increase significantly, and aid to rural and suburban districts would decrease dramatically, more closely approximating differences in teacher pay and number of at-risk students. (RJK)

ED 456 542

EA 031 241

Biemasderfer, Susan
Building on What We Have Learned: A National Dialogue on Standards-Based Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 28p.; Version 1. The most recent version located online at the National Dialogue Web site.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; *Educational Change; Elementary Secondary Education; *Standardized Tests

IDENTIFIERS- Berkans Institute; Mid Continent Research for Education and Learning; North Central Regional Educational Laboratory

Three nonprofit organizations support a dialogue on standards-

Quality of Life; Quality of Working Life; School Role;
*Standardized Tests
IDENTIFIERS- *Reform Efforts

Current educational reforms can be described as top-down, heavily handed, and test driven. But they are not based on research about how children learn best or how they become enthusiastic, competent, and independent thinkers for life. Such accepted practices as grading, grouping by age, and teaching to pass standardized tests are completely at odds with current research. Creativity in all areas of life and competence beyond the verbal and quantitative skills need to be emphasized. A student can be considered an achiever in school and then, after graduating, be underemployed in the fast-changing high-tech world of the global economy. Custody is certainly not achievement (average daily attendance). Neither are compliance, competition, or knowing content. Competence is about applying knowledge in meaningful ways. The practical and applied are as important as what is called academic. In the first five chapters, the entire paradigm of school is examined in light of current research. The flaws in the standards-based reform movement or any other reform that does not transform the entire nature of education are made clear. The last five chapters present five steps for strategic design of the Total Learning Community, which emphasizes human potential, human learning, the domains of living, future conditions, and life performance. (Contains 45 References.) (RKJ)

ED 456 562

EA 031 294

Fraser, Larry E.; Streshly, William
Top 10 Myths in Education: Fantasies Americans Love To Believe.
PUB DATE- 00
NOTE- 146p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Beliefs; Board of Education Role; Boards of Education; Credibility; *Educational Assessment; *Educational Change; *Educational History; Elementary Secondary Education; Grouping (Instructional Purposes); Merit Pay; Models; Public Schools; School Role; School Size; Self Esteem; *Social Problems; *Standardized Tests; Teacher Evaluation; Unions; Values Education

Ten common beliefs about American education are presented, accompanied by the background behind the belief, information that contradicts the belief, previous attempts to cope with the discrepancy between belief and reality, and recommendations. The discrepancies are strong enough to refer to these beliefs as myths, with 10 chapters recounting 10 myths: (1) schools can save society; (2) a national standardized testing program will boost achievement in America's schools; (3) teacher unions have helped teachers and education; (4) school boards are good for American education; (5) self-esteem must come first--then learning; (6) our practices of grouping students are effective and efficient; (7) public schools are not permitted to teach values; (8) teacher evaluation ensures high-quality instruction; (9) merit pay for teachers is unethical and unworkable; and (10) large schools provide quality education efficiently for large numbers of students. Some of the chapters reflect current controversies. Others address beliefs held so

procedures; (7) terms used in the Ohio legislation for the identification and services for gifted children; and (8) using assessment instruments for the identification of children who are gifted. Extensive appendices contain relevant sections of state education legislation, a glossary of measurement terms, the Scale for the Evaluation of Gifted Identification Instruments, and other materials. (Contains 24 references.) (CR)

ED 456 561

EC 306 565

Guide for District Service Plans and Fiscal Estimates for Children Who Are Gifted.

PUB DATE= 00

NOTE= 46p.

LANGUAGE= English

EDRS Price= MF01/PC02 Plus Postage.

PUB TYPE= Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS= *Ability Identification; *Delivery Systems; *Educational Planning; Elementary Secondary Education; Evaluation Methods; *Gifted; Program Costs; *Program Development; State Regulation; *Student Evaluation

IDENTIFIERS= *Ohio

This guide has been developed to assist Ohio school districts in completing the requirements of Ohio legislation on the identification and services for children who are gifted. It includes instructions for developing and submitting a service plan for children who are gifted and a fiscal estimate of the plan. The guide corresponds with a Web site and is divided into four parts to help districts choose service delivery options which meet the educational needs of children who are identified as gifted. Each part of the guide includes study questions that lead the district to action steps needed to complete the district's service plan. As the district service planning committee works to develop the service plan, the cost estimates are determined for each service component. Parts 1 and 2 call for district identification information and certification. Part 3 addresses planning committee membership, the district's mission statement, and goals for gifted services. Part 4 addresses screening and assessment for identification, gifted service coordination and supervision, guidance services, staff development, program evaluation, service delivery options serving only children who are gifted, and service delivery options through general education. Appendices include a gifted coordinators service log, written education plans forms, and a glossary. (Contains 13 references.) (CR)

ED 456 562

EC 306 566

Lahn, Elizabeth A.; Morrisette, Sandra K.

Zap 'Em with Assistive Technology: Notetaking, Modified

Materials, Assistive Writing Tools, References, Organizational Tools, Cognitive Assistance, Adapted Access.

PUB DATE= 94

NOTE= 26p.

LANGUAGE= English

EDRS Price= MF01/PC02 Plus Postage.

PUB TYPE= Collected Works - General (020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.

PUB DATE- 88

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (870)

DESCRIPTORS- Adults; Case Studies; Change Strategies; Delivery Systems; Empowerment; *Family Involvement; *Independent Living; *Mental Retardation; Organizational Change; *Parent Participation; *Personal Autonomy; *Self Determination; Teamwork

To illustrate the principles and conflicts inherent in ensuring the self-determination of individuals with disabilities, this paper discusses the challenges faced by the parents of Sheri, an adult with developmental disabilities. Throughout Sheri's 30 years, her parents have sought to create the kind of supports and opportunities that will put Sheri in control of her life on a day-to-day, hour-by-hour basis so that she can live up to her responsibilities as a family member, as a neighbor, and as a citizen. For four years Sheri has rented a home in a quiet Seattle neighborhood. She shares her home with two tenants who exchange a reduction in their rent for assuming responsibility for Sheri's safety overnight. She has expanded and strengthened her circle of support and expanded the number and variety of local places and activities familiar to her. In the past 3 years, she has developed a strong and effective personal assistance team in collaboration with two service providers. This paper explores the limits of self-determination, the influence of parent advocacy, community supports that have enabled Sheri to remain independent, her personalized service design, conflicts that arose between the parents and agency staff, and the resolution of differences. (CR)

ED 456 681

EC 386 586

O'Brien, John

The Genius of the Principle of Normalization.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.; Minnesota Univ., Minneapolis. Inst. on Community Integration.

PUB DATE- 90

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adolescents; Adults; Change Agents; *Change Strategies; *Delivery Systems; *Disabilities; Empowerment; Independent Living; Individual Power; *Normalization (Disabilities); *Organizational Change; Personal Autonomy; *Rehabilitation Programs; Self Determination; Social Change

This paper discusses the genius of the principle of normalization in the development of better services for socially devalued people. It argues that the definition of normalization sets a direction for learning-through-action which is clear and convincing, as well as indefinite and conditional, and rests on a deep appreciation of the everyday workings of the powers of social devaluation. In addition, some methods for teaching its application give learners the experience of stepping outside the certainties of everyday human service work, into a role that can be the seed-bed for a new understanding of the

Students; Coping; Deafness; *Disabilities; *Educational Technology; Hearing Impairments; Higher Education; Postsecondary Education; *Student Empowerment; Success; Technological Advancement

This booklet attempts to illustrate how students and graduates who are deaf or who have hearing impairments incorporate emerging technology into their lives to make a difference in their communities. Although the students' missions vary, technology is clearly a valuable and dynamic part of many of these students' lives. The text begins with the story, "The Impact of Emerging Technology: A Deaf Experience" (Don Ashmore), which highlights how technology advances can positively change the lives of people with hearing impairments. Following this introduction, student profiles are provided in the following categories: (1) students making a difference through technology; (2) students making a difference through cultural diversity; (3) students making a difference through education, which highlights students who are studying to become teachers; (4) students making a difference through holistic professions; and (5) students making a difference through children and youth. The profiles discuss the goals of the students, the challenges they have had to face, assistive devices that have helped them, and their successes. A list of PEC (Postsecondary Educational Consortium) state outreach and technical assistance centers is provided. (CR)

ED 456 621

EC 306 608

Jursik, Kay B., Ed.

PEPNet 2000 Innovation in Education. Conference Proceedings (Denver, Colorado, April 5-6, 2000).

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 283p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Access to Education; Assistive Devices (for Disabled); College Preparation; College Students; *Deafness; Distance Education; Hearing Aids; *Hearing Impairments; Higher Education; Interpreters; Job Placement; Minority Group Children; Outcomes of Education; Postsecondary Education; Professional Development; Program Development; *Student Personnel Services

This proceedings focuses on the best practices and most effective strategies for meeting the needs of postsecondary students who are deaf and hard of hearing. Presentations address professional development, access to programs and services, teaching methods, using technology, student preparation for college, program development, working with students from diverse backgrounds, and personal development. Some of the 47 papers include: (1) "Navigating Our Institutions" (Sue Kroeger); (2) "Words upon a Window Pane: Opening Doors for the Deaf College Students" (Harry Lange and Bonnie Meath-Lang); (3) "Office of Special Education and Rehabilitative Services, U.S. Department of Education: Funded Programs and Projects, Past, Present and Future" (Ramon Rodriguez and others); (4) "PEPNet Then, Today (Now) and Our Hope for the Future" (Ramon Rodriguez and others); (5) "Equal Access for Deaf and Hard of Hearing Students--The Evolving Nature of the Dialogue" (Jo Anne Simon); (6) "Hearing Two Hats: Things Educational Interpreters Need To Know When They Tutor" (Don Hastings and Kim Brecklein); (7) "Innovations in Postsecondary Education and Training: The Case

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; Federal Legislation; Foreign Countries; French; *French Canadians; Language Attitudes; Language Maintenance; Language of Instruction; Second Language Instruction; Second Language Learning

IDENTIFIERS- Alberta; Canada

This booklet presents a clear and succinct description of the educational needs of francophone students, families, and communities, and how this all fits into the constitutional requirements of Canada as directed by the 1982 Canadian Charter of Rights and Freedoms and all subsequent amendments and Canadian Supreme Court rulings. It identifies the expected outcomes for francophone education and the conditions that must be met to ensure that these outcomes are achieved. It describes the educational project and the very core of francophone education and emphasizes the importance of the school-family-community partnership in achieving this project. The document is intended for all who are involved in the planning, implementation, and administration of francophone education. Section titles include the following: "Francophone Education in Alberta: Constitutional, Legislative, and Legal Foundations"; "Components of Francophone Education"; "The Francophone School: Its Educational Project"; "Francophone Education in Alberta: Provincial Framework." Five appendices and a bibliography are included. (Contains 108 references.) (KFT)

ED 456 645

FL 026 866

Woodrow, Lindy J.

Towards a Model of Adaptive Language Learning: A Pilot Study.

PUB DATE- 01

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adaptive Testing; Adult Education; Cognitive Style; Communication Apprehension; Communicative Competence (Languages); Educational Psychology; *English for Academic Purposes; Foreign Countries; Higher Education; *Learning Strategies; Questionnaires; Second Language Instruction; Second Language Learning; Social Science Research; Statistical Analysis; Test Validity

IDENTIFIERS- Australia

This paper introduces a model of adaptive learning relevant to adult learners of English for academic purposes (EAP) in Australia. Adaptive learning refers to latent variables hypothesized to contribute to optimal performance in the language. The model comprises motivation, self-efficacy, language learning anxiety, language learning strategies, and oral performance. The study applies theorizing from educational psychology concerning achievement goals and self-efficacy to language learning. The paper reports on a pilot study conducted with 249 EAP learners to validate the instrumentation. The instrumentation will be used in a future study that seeks to support the proposed model of adaptive learning. (Contains 23 references.) (Author/KFT)

ED 456 646

FL 026 871

It provides linguistic fieldworkers with news, reviews, announcements, and articles that will stimulate interest in linguistics and help them to stay current with the field. Articles in this volume include the following: "Is Cecil Werth the Bother?"; "Interpreting Cecil Frames: Examples from Chimila"; "An Annotated Bibliography of Basic Acoustic Theory for the Field Linguist"; and "The Amazonian Languages." (KFT)

ED 456 865

FL 026 891

Watt, David L. E.; Lake, Daidre W.
Canadian Language Benchmarks-TOEFL Research Project: A Comparison
Study of the Canadian Language Benchmarks Assessment and the
Test of English as a Foreign Language.

SPONS. AGENCY- Alberta Learning, Edmonton.

PUB DATE- 06

NOTE- 27p.; Funded through Alberta Learning, Language Training
Programs.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Admission Criteria; Adults; *Benchmarking; College
Admission; *College Entrance Examinations; *Communicative
Competence (Languages); Comparative Analysis; *English (Second
Language); Foreign Countries; Second Language Instruction;
Second Language Learning; Student Evaluation; *Test Validity

IDENTIFIERS- Canada; *Test of English as a Foreign Language

This study is an examination of the test results of 98
academically oriented adult participants on the Test of English as
a Foreign Language (TOEFL) and the Canadian Language
Benchmarks Assessment (CBLA), to determine the comparability of
performance on the two tests and the possibility of using two
tests in the academic admissions process for colleges and
universities. It is concluded that the two tests are measuring
similar language constructs, but that each also adds something
unique to the picture of the participants' English language
proficiency. It was also found that length of residence in
Canada had a significant predictive effect only in the
listening/speaking section of the CBLA. This suggests that the
CBLA is especially good for measuring the communicative
competence of academically-oriented English language learners.
Due to this finding, grounded in a sufficiently large,
representative, and significant study group, it is now possible
to make an empirical case to argue for the inclusion of the
CBLA test in college and university admissions processes in
Canada in order to give the fullest and fairest consideration
of English language learners in the college and university
applicant pool. (KFT)

ED 456 866

FL 026 893

Jule, Allyson
Speaking Silence? A Study of Linguistic Space and Girls in an ESL
Classroom.

PUB DATE- 01

NOTE- 26p.; Paper presented at the Annual Meeting of Teachers of
English to Speakers of Other Languages (Vancouver, British
Columbia, Canada, March 14-16, 2000). Research initially funded
by Metropolis (RIIM) Project at Simon Fraser University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference
Papers. "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Environment; Classroom Research; *English

Education; Mail Surveys; *Public Administration Education
IDENTIFIERS- *Kentucky

The analyses reported are based on a computerized set of survey research data from an archived database containing responses of 1,456 state public administrators in Kentucky to a mail survey conducted in 1987-1989. Using this data, researchers analyzed attitudes toward public administration among these public administrators, the professional role perceptions of these administrators, and the political values of these public administrators. This sample of administrators was generally supportive of the university degree programs in Public Administration, and thought that public administrators, regardless of their areas of specialization, should have some education and training in public administration. These administrators perceived their roles as public service professionals, and emphasized the need for public administrators to join professional organizations to keep up with current developments in the profession. Three political value typologies were identified in this sample: enthusiast, ambivalent, and rejecter. (Contains 8 tables and 18 references.) (Author/SLD)

ED 456 688

HE 034 240

Day, Jennifer Cheeseman; Witkowski, Kristina
Financing the Future: Postsecondary Students, Costs, and Financial Aid, 1993-1994. Household Economic Studies. Current Population Reports.

PUB DATE- 99

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Educational Finance; *Paying for College; *Postsecondary Education; *Student Characteristics; Student Financial Aid; Vocational Education

IDENTIFIERS- *Survey of Income and Program Participation

This report uses data collected in the Survey of Income and Program Participation (SIPP) to examine the characteristics of postsecondary education students, their schooling costs, and avenues of financing education for the academic year 1993-1994. The SIPP provides information on all students who were enrolled at any time, for any duration, during the academic year, whether full or parttime. Of the 20.5 million postsecondary students enrolled at some point during the 1993-1994 school year, just under half (45%) were enrolled full time for the full year. Most of the 9.2 million full time students (74%) were undergraduates in their first 4 years of college (2-year and 4-year institutions) and about 1 in 7 were enrolled in graduate school. The remaining 11% were enrolled full time in noncollegiate schools, such as vocational, technical, or business schools. More than three in four full time students had a job at some point during the year. Data also indicate that the majority of full-time students were from families with an annual family income of less than \$50,000. About 3 in 4 four full-time students were non-Hispanic White, and 1 in 10 was non-Hispanic Black. Women outnumbered men, and there were more women enrolled in the first 2 years of college. Postsecondary education was often expensive, and financial aid helped many students but not all. About 61%, or 5.6 million, full-time postsecondary students received some kind of financial aid. Graduate students and noncollegiate students were more likely than undergraduates to receive financial aid. The sources of

Leadership Practice"; (3) "Leading in Higher Education Departments"; (4) "Learning from Other Places"; (5) "Leading and Assessment"; (6) "Leading Learning and Teaching"; (7) "Leading Research and Scholarship"; (8) "Administration and Positioning"; (9) "Continuing Professional Development"; and (10) "Learning To Lead." (Contains 418 references.) (SLO)

ED 456 718

HE 034 267

Warner, David, Ed.; Palfrayman, David, Ed.
The State of UK Higher Education: Managing Change and Diversity.
PUB DATE- 81
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010); Collected Works - General (020)
DESCRIPTORS- *College Administration; *Colleges; Continuing Education; *Diversity (Student); *Educational Change; Educational History; Foreign Countries; *Higher Education
IDENTIFIERS- *United Kingdom

In this collection, experienced university managers explore the strengths and weaknesses of the various sectors of higher education in the United Kingdom. Their chapters illustrate the diversity of responses within different institutions to the drivers of change. The chapters are: (1) "Introduction: Setting the Scene" (David Warner and David Palfrayman); (2) "The Ancient Collegiate Universities: Oxford and Cambridge" (David Palfrayman); (3) "The Big Cities" (David Holmes); (4) "Veter University: Going Back to the Future?" (Philip Harvey); (5) "The 1960s New Universities" (Tony Rich); (6) "Old and New: Durham and Stockton" (John Hagan); (7) "Higher Education in Scotland: Diversity, Distinctiveness and Devolution" (David Caldwell); (8) "Higher Education in Wales" (David Warner); (9) "The Modern English Universities" (John Gladhill); (10) "The Funding Councils: Governance and Accountability" (Steve Cannon); (11) "The Admissions System: Expansion, Inclusion and the Demands of Diversity" (Anthony McLaren); (12) "The Cuckoo in the Nest? The Business School in a University" (Allan Bolton); (13) "The Changing Fortunes of Continuing Education: From Margins to Mainstream to..." (Russell Moseley); (14) "An Unsuitable Job for a Woman?" (Suzanne Alexander); (15) "A View from the Market Place" (Rosemary Stamp); (16) "Managing Transformation" (Jim Rushton); (17) "Academic Development" (Robert Burgess); and (18) "Conclusion: Triumph and Retreat" (Peter Scott). An appendix contains a bibliography of major works by M. L. Shattock compiled by Jonathan Michells. (Contains 289 references.) (SLO)

ED 456 711

HE 034 268

HSIs Serving the Community, Serving the Nation. Kit .
PUB DATE- 88
NOTE- 8p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Colleges; Diversity (Student); Higher Education; *Hispanic American Students; *Institutional Characteristics; Videotape Recordings
IDENTIFIERS- Latinos

This video and booklet is designed to familiarize more people with the benefits that Hispanic Serving Institutions (HSIs) provide. HSIs are the nearly 200 accredited colleges and universities that educate half of the one million Hispanic

and tools typically available, clarifies challenges centers face in ensuring that resources and tools can be used effectively, and describes strategies centers have devised. Chapter VI describes self-service options centers have devised for employers. Chapter VII presents a summary of cross-site observations and draws conclusions. Appendixes include project profiles that describe major features of the Resource Rooms and an annotated listing of 34 resources. (YLB)

ED 456 225

CE 082 173

Mansuy, Michele; Couppie, Thomas; Fetsi, Anastasia; Scotell, Carlo; Mooney, Paul; van den Brande, Godelieve.
The Transition from Education to Working Life: Key Data on Vocational Training in the European Union. CEDEFOP Reference Series.

PUB DATE- 01

NOTE- 178p.; Edited by Ettore Marchetti, Fernanda Oliveira Reis,

Pascaline Descy and Laurent Freysson.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Career Development; Career Ladders; Comparative Analysis; Data Analysis; Delivery Systems; *Education Work Relationship; *Educational Attainment; Educational Policy; Employment Level; *Employment Patterns; *Entry Workers; Foreign Countries; General Education; Individual Characteristics; Job Training; Labor Force; Labor Market; Labor Needs; Labor Supply; Models; National Programs; Outcomes of Education; Postsecondary Education; *Public Policy; Secondary Education; Synthesis; Trend Analysis; *Vocational Education

IDENTIFIERS- Europe (East Central); *European Union

The transition from education to working life in the European Union (EU) was examined through a review of data from the following sources: the European Labour Force Survey; The Vocational Education and Training Data Collection (an annual collection of data produced by Eurostat); and national data supplied to the European Training Foundation by national observatories in the EU member states. The data were synthesized into overviews of the following aspects of the school-to-work transition throughout the EU: (1) the institutional characteristics of national education systems and the delivery of general and vocational education; (2) the point at which the transition process begins in individual EU member states; (3) the specific place that employers allocate to labor market entrants and their occupational pathways and position in relation to their elders; (4) the school-to-work transition in Central and East European countries; and (5) the integration of young people into working life and European Community policies. (Fifty-seven tables/figures/boxes are included. The following items are appended: list of indicators; information about construction of selected study variables; the theoretical ages of obtaining diplomas throughout the EU; additional tables; and a typology of labor market entrants' regulation by country and educational attainment. The bibliography contains 72 references.) (NH)

ED 456 226

CE 082 176

Viertel, Evelyn; Grootings, Peter
Review and Lessons Learned of Phare Vocational Education and Training Reform Programmes, 1993-1998. Report.

occupational credentialing requirements from the Department of Labor (DOL) and military curricula and records. The study found that 105 of the 436 enlisted occupations with civilian equivalents had some form of credentialing requirements. The study also found that the most comprehensive attempt to enhance service members' ability to become credentialed is conducted through the Defense Activity for Non-Traditional Education Support (DANTES) program. Although the DANTES program is an important step towards alleviating the credentialing barriers that face transitional military personnel, the program can address only a limited number of occupations because of its limited scope. The study concluded that civilian licensure and certification can present a significant barrier to employment for transitional military personnel. Recommendations were made for the Department of Defense to provide service members with more information about credentialing while they are still in training, to stay abreast of changes in occupational fields in order to present the most relevant occupational training, to explore the feasibility of an apprenticeship program, and to fund DANTES at a level that will ensure service members are informed of inservice opportunities for credentialing. In addition, the Department of Labor was asked to close the gap between military training and credentialing requirements. (Six exhibits and a table are used to display the study's findings.) (KC)

ED 456 241

CE 082 212

Sellin, Burkett

Anticipating Occupational and Qualificational Developments: Recommendations and Conclusions Based on a Review of Recent Innovations in Methods and Instruments Applied in the European Union = Antizipation von Berufs- und Qualifikationsentwicklungen... = Prevoir le developpement des professions et des qualifications.... CEDEFOP Panorama Series.

PUB DATE- 01

NOTE- 100p.

LANGUAGE- English; French; German

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120).Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Decision Making; Developed Nations
 *Educational Development; *Educational Innovation; *Educational Planning; *Employment Qualifications; Foreign Countries; Futures (of Society); Job Analysis; Job Training; Occupational Information; Postsecondary Education; Research Utilization; Secondary Education; *Socioeconomic Influences; Standards; Trend Analysis; *Vocational Education; Work Attitudes

IDENTIFIERS- *European Union

CEDEFOP (European Centre for the Development of Vocational Training) reviewed vocational education and training trends and innovations to promote "anticipation" in the way, tools, and instruments by which institutions and bodies cope with new challenges to education and training due to changing socioeconomic demands and requirements. Anticipated challenges for systems and provisions are an aging population and increasing acceleration of changes in: (1) attitudinal patterns; (2) technological, communication, and work organizational patterns; (3) behavioral attitudes linked to family building and lifestyles; and (4) new forms of flexible work. These have provoked extension of tasks and improvement or creation of institutes, tools, and instruments for anticipating trends in occupational and qualificational developments.

DESCRIPTORS- *Adult Learning; Adult Students; Comparative Analysis; *Computer Uses in Education; Conventional Instruction; Cooperative Learning; Course Content; Course Organization; Delivery Systems; *Distance Education; *Education Courses; Educational Environment; Educational Technology; Feasibility Studies; Graduate Study; Higher Education; Internet; Learning Processes; Literature Reviews; Masters Degrees; *Online Courses; Online Systems; Pretests Posttests; Program Effectiveness; *Student Attitudes; Student Surveys; Teacher Education; Teacher Student Relationship; Vocational Education

IDENTIFIERS- *Pennsylvania State University; Wilcoxon Matched Pairs Signed Ranks Test

The possibility of creating an appropriate online learning environment for distance adult students was examined in a study of 22 Pennsylvania State University (Penn State) students' attitudes regarding the online version of a course offered as part of Penn State's masters of education program. The students completed surveys before, during, and after the course. The survey questions focused on technology use, the learning process, the course's structure and content, and students' opinions regarding how well they had met the course objectives. In addition, 16 paired responses from the precourse and postcourse surveys were analyzed using the Wilcoxon matched-pairs signed ranks test. Most students rated their mastery of course objectives very highly. Eighty percent of the students interacted with other students between four and five times each week. Sixty percent stated that they interacted with the instructor "very often or always." As the course progressed, students reported significantly more expertise in computer use and less apprehension about using the Internet for the class. Students stated that the course's greatest strengths were the course instructors and the guidance and support provided. The surveys also established that the learning environment created made good matches to the learning principles that had guided the delivery design. (Contains 25 references and 5 figures.) (HM)

EQ 456 257

CE 082 237

Athanasou, James

Young People in Transition: Factors Influencing the Educational-Vocational Pathways of Australian School-Leavers.

SPONS. AGENCY- Technology Univ.-Sydney, Broadway (Australia). Research Centre for Vocational Education and Training.; Australian National Training Authority, Brisbane.

PUB DATE- 01

NOTE- 12p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Career Development; *Education Work Relationship; *Educational Attainment; Employment Level; *Employment Patterns; Employment Qualifications; Ethnic Groups; Foreign Countries; Graduate Surveys; Influences; Longitudinal Studies; National Surveys; Noncollege Bound Students; *Outcomes of Education; Performance Factors; Postsecondary Education; *Predictor Variables; Rural Areas; Secondary Education; Sex Differences; Socioeconomic Status; Trend Analysis; Urban Areas; *Vocational Education; Vocational Interests

knowledge, building generic capabilities, graded assessment, and using student-centered approaches that are responsive to student needs and aspirations. The professional development needed to support the change in teaching approach is also discussed. In addition, an overview is presented of the structural and administrative processes that have been implemented to ensure a quality approach to training packages. Appendixes include two case studies and four figures. (YLB)

ED 456 273

CE 082 253

Eraclides, George

Teachers' Needs in Supporting Students with a Disability in the Classroom: A Research Report.

PUB DATE- 01

NOTE- 9p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232. An introductory paper on aspects of a report by G. Eraclides and V. Achis, May 2000, Box Hill Institute.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Academic Accommodations (Disabilities); Access to Education; *Accessibility (for Disabled); Admission Criteria; Classroom Techniques; Compliance (Legal); Developed Nations; *Disabilities; Foreign Countries; Inservice Teacher Education; Knowledge Base for Teaching; Postsecondary Education; *Student Evaluation; Teacher Attitudes; *Teaching Methods; *Technical Education

An Australian study explored what teachers thought about working with students with disabilities and what kind of factors affected their practices. Twelve teachers from Box Hill Institute in Melbourne were interviewed using questions grouped into these four categories: background and experience, attitude, professional issues, and recommendations. Numerous findings were consistent with expectations; others confounded and surprised researchers. First, there was a distinct gap in the professional knowledge of teachers in dealing with certain disabilities and a significant information gap between institute policy, driven by government legislation, and level of teaching practice. Second, teachers needed to know how to be fair in their teaching practices where students with a disability were involved but without disadvantaging other students. Guidelines embracing the concepts of fairness, and the qualifying role of special needs and positive discrimination, were needed as part of the professional understanding of all staff. Third, teachers expressed these concerns about the assessment process involving students with a disability: fairness, whether a revised assessment measures competence, and time for assessment modifications. Fourth, the selection process was questioned because of the perception that technical and further education is obliged to take any kind of student, even where suitability for a course is doubtful. Recommendations include these: (1) get existing information into the hands of teachers; (2) develop guidelines on what's expected of teachers and support staff; (3) obtain information and training on disabilities, learning styles, and best practices; and (4) develop guidelines on allowable assessment variations (YLB)

approximately 1,700 women and 300 men. In addition, 600 questionnaires were distributed to 400 female and 200 male casual and sessional teachers. The survey found that the average age of TAFE teachers is 47, that about 50 percent have children under age 18 at home, that 20 percent have care responsibilities for aged family members, and that women are more likely to be on fixed term contracts or temporary or part-time rates. The survey also found that teachers work an average of 7 to 8 hours of unpaid overtime per week, primarily because of extra time needed for preparation, administration, correction and assessment, and coordination and meetings. The teachers cited funding cuts and constant restructuring as two of the changes that have had the most impact on their workload. Other changes that have most affected their work included reporting and accountability requirements, cuts to teaching staff, and changes in delivery modes and curriculum. A majority of the teachers said that these changes have had a significant negative impact on how they see their work and their professional interactions, as well as on their family responsibilities and family relationships. Part-time and casual teachers reported the greatest difficulties, because they usually had other jobs and had a hard time with the decreased flexibility of TAFE teaching assignments. (KC)

ED 456 290

CE 082 270

Liu, Yufeng

The Reform and Development of the VE System in China.

PUB DATE- 01

NOTE- 10p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Education); *Delivery Systems; Developing Nations; Education Work Relationship; *Educational Change; *Educational Improvement; Educational Practices; Educational Quality; Foreign Countries; Postsecondary Education; Research Needs; School Business Relationship; Secondary Education; Technical Education; *Vocational Education; *Vocational Schools

IDENTIFIERS- *China

The vocational education (VE) system in China has been reformed and redeveloped over the past 20 years and now has a rational structure and stages from junior to senior levels that match the industrial sectors and link to regular secondary education. The reform and development of the Chinese VE system was carried out in three stages. The senior secondary VE was reformed beginning in 1980, while active development of the higher education VE system began in 1994. Beginning in 1998, attention was turned to articulation of the VE system to facilitate communication and movement between vocational education and higher education. Today the system of VE in China consists of education in vocational schools and vocational training at three levels. Junior secondary VE schools are located mainly in rural areas where the economy is less developed. In 1999, 900,800 students were enrolled in 1,319 such schools. The senior secondary level (senior high school) is composed of 3,962 specialized schools, 8,317 high schools, 4,098 skilled worker schools, and 5,165 adult specialized schools (in 1999).

DESCRIPTORS- Administrator Attitudes; Adoption (Ideas); *Allied Health Occupations Education; *Community Services; Comparative Analysis; Competence; Competency Based Education; Context Effect; Conventional Instruction; Definitions; Delivery Systems; Educational Improvement; Educational Principles; Foreign Countries; Job Training; Literature Reviews; *Management Development; *Managerial Occupations; Models; Participation; Postsecondary Education; Program Effectiveness; *Program Implementation; Training Methods; Training Objectives; Transfer of Training

IDENTIFIERS- *Australia (Victoria); Contextualization; Contextualized Instruction

The application of frontline management training in the community and health services (CS&H) industry in Victoria, Australia, was examined through interviews with managers of 11 user and 11 provider organizations in the public and private sectors. The study focused on the following topics: (1) the appropriateness of the Frontline Management Initiative (FMI) to the CS&H industry; (2) how widely the FMI has been taken up in Victoria's CS&H industry; (3) which providers and users are involved; and (4) how management training for frontline managers in the CS&H industry can be improved. Considerable variations in the FMI programs provided and undertaken by the study organizations were discovered. Two broad models of provision were identified. The first viewed FMI as being conceptually similar to past management development programs, whereas the second model placed more reliance on workplace assessment and identification of gaps in experience or management competencies. Issues were raised in the following areas: (1) the level of general management theory required for FMI participants; (2) the extensive contextualization occurring in FMI; and (3) the question of whether participants moving to other organizations would be able demonstrate competence in the areas required by their new organizations. Organizational change proved to be a major driver of uptake of the FMI. (Contains 85 references.) (MN)

ED 456 308

CE 082 288

Ruiz, Santi; Earl, Richard; Ruiz, Julie; van den Broeke, Pam
IT Training Package and the Workplace Context--HOM?

PUB DATE- 01

NOTE- 9p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Reports - Descriptive (Program/Project Descriptions) (141); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Competence; Competency Based Education; Context Effect; Conventional Instruction; Delivery Systems; *Education Work Relationship; Evaluation Methods; Foreign Countries; Formative Evaluation; *Information Technology; *Instructional Materials; Models; *Performance Based Assessment; Position Papers; Postsecondary Education; Student Certification; Student Evaluation; Summative Evaluation; Teaching Methods; *Technical Education; Testing

IDENTIFIERS- Australia; Contextualized Instruction; *National Training Packages (Australia); *TAFE (Australia)
Australia's new information technology training package emphasizes assessment occurring in the workplace or in a

learning within workplaces. Additional research is planned to identify methods of implementing these strategies in the workplace. (Contains 14 references.) (KC)

ED 456 324

CE 082 305

Trener, Ruth

Learning Work, Learning To Work: Literacy, Language and Numeracy as Vehicles for Learning in Training Packages.

PUB DATE- 01

NOTE- 11p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Delivery Systems; Developed Nations; Education Work Relationship; *Educational Needs; Foreign Countries; Horticulture; Job Skills; Language Role; Language Skills; Learning Modules; Learning Processes; *Learning Strategies; Metacognition; Numeracy; *On the Job Training; Postsecondary Education; Sociolinguistics; Student Attitudes; Teaching Methods; *Training Methods; *Vocational Education

IDENTIFIERS- *Australia; *National Training Packages (Australia); Situated Learning; Work Based Learning

A study researched the role of literacy, language, and numeracy as vehicles for learning in training packages delivered at South Australia industry sites. Data were gathered through onsite interviews or focus groups with trainees, workplace trainers, resource and training support persons, and managerial and supervisory persons, of their opinion of the delivery of a Horticulture Training Package in two work sites. The research revealed key aspects of the implementation of the training package, including the following: (1) the robust nature of learning as situated practice; (2) the role of collaborative learning; (3) a need for trainer awareness of their teaching strategies in the facilitation of learning; (4) the primary role of oral communication as a learning tool; (5) the need for a meta-language awareness for trainees and trainers; and (6) continued balancing of on- and off-the-job training to build skills, knowledge, and understandings. The study found that industry networks were needed to link work and training experiences, professional development opportunities, pathways into and across training, ongoing review processes, and resource development for specific industries. The individual perceptions of one trainee in the study are also reported. (Contains 32 references.) (KC)

ED 456 325

CE 082 306

Mulraney, James; Turner, Peter

Learning from Small Enterprise Structured Work Placement.

PUB DATE- 01

NOTE- 23p.; In: Research to Reality: Putting VET Research To Work. Proceedings of the Australian Vocational Education and Training Research Association (AVETRA) Conference (4th, Adelaide, Australia, March 28-30, 2001); see CE 082 232.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Action Research; *Cooperative Education; Cooperative

Bergin); (9) "Professional School Counseling: A New Vision at State University of West Georgia" (C. Marie Jackson, Brent M. Snow, Paul L. Phillips, Susan R. Boes, and George E. Rolle); and (10) "School Counselor Practice and Preparation: A Local Partnership for Change" (Pamela O. Paisley, Richard L. Hayes, and Deryl F. Bailey). (Contains 169 references.) (JDM)

ED 456 342

CG 031 085

Mullis, Fran, Ed.
GSCA (Georgia School Counselors Association) Journal, 2000.
PUB DATE- 00
NOTE- 101p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adventure Education; Career Counseling; Conflict Resolution; *Counselor Training; Cultural Pluralism; *Elementary Secondary Education; Portfolios (Background Materials); Professional Associations; *Professional Development; Program Development; *School Counseling; School Safety; Stress Management
IDENTIFIERS- Georgia

This document serves as a supportive tool for school counselors and their programs. It focuses on counseling issues and ideas, and has a particular emphasis on ideas for best practice. It also serves an important role in promoting the school counseling profession. This issue includes the following articles: (1) "Format for the Future: Developing Portfolios for the Changing Roles of School Counselors in the 21st Century" (Susan R. Boes, Carol VanZile-Tamsen, and C. Marie Jackson); (2) "Growing a Good Counseling Program" (Brian Law, Rhea Wagnhoff, Michael Creamer, and Jean Allen); (3) "Keeping the Customers Satisfied...Implementing a Customer-Focused Performance-Based Middle School Guidance and Counseling Program" (Norma Y. Holder); (4) "The School Counselor's Response to the Indirect Exposure of Children to Violence and Natural Disaster" (Dana Edwards); (5) "Project IMPROVE: Helping Students Feel Safe in the School Cafeteria and on the School Buses" (Sheila W. Veatch); (6) "Peer Mediation in an Alternative School" (Jacqueline J. Carver); (7) "GSCEPs...Georgia School Counselors Effective Practices" (Dana Edwards); (8) "Anger Management Groups in Middle School" (Donna Wilson Ratliff); (9) "Groups for Children with ADHD" (Claudia K. Adams); (10) "Stress Management for Children Coping with Life-Threatening Illness or Disability within the Family" (Debra W. Thompson); (11) Adventure Based Counseling Groups in the Middle School" (Barbara Wolff Waters); (12) "Career Guidance: A Great Motivator!" (Judith Morris-Reichenbach); (13) "Cultural Diversity: Effective Activities To Promote Cultural Awareness" (Debra D. Delaine); (14) "Creating a New Circle of Friends" (Joan S. Gill, Andra P. Harris, and Sally B. Mazor). (Contains 16 appendixes and 96 references.) (JDM)

ED 456 343

CG 031 101

Colon, Enid S.; Wells, Julian; Chambliss, Catherine
The Relationship between Alcohol Use and Sexual Assault Incidents in Educational Settings.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Educational Applications of Art Therapy: Increasing Collegiality
Within Campus Residential Areas.

PUB DATE- 01

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Art Expression; *Art Therapy; *College Students;
Group Dynamics; Higher Education; *Interpersonal Competence;
*Loneliness; *Peer Relationship; Student Surveys

Given the increasing use of art as a means of fostering communication in therapeutic settings, it was hypothesized that an art-focused group activity might improve social relations on a college campus and reduce campus residents' levels of loneliness. A controlled efficacy evaluation was conducted using college students (N=140) living in 11 separate dormitories on a small liberal arts college campus. The art intervention asked students to draw where they felt they were socially in their dormitory. They then drew as a group where they would like to be socially. Each student discussed his or her position in the dormitory. The group then decided what could be done to make each member of the group feel more comfortable in the dormitory setting. Surveys were completed before, during, and after the art intervention. The entire sample showed a significant improvement on the loneliness measure in the follow-up survey. On the residential satisfaction measure, scores revealed a significant improvement after participation in the intervention, but the improvement attenuated over time. The survey is appended. (JDM)

ED 456 370

CG 031 136

Plan a Special Event. Youth in Action Bulletin, Number 7.

PUB DATE- 99

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adolescents; *Community Action; Community Problems;
*Leadership Training; Program Development; Social Problems;
Training Methods; Youth Leaders

IDENTIFIERS- *Event Analysis

This bulletin is part of an ongoing project to recognize and build upon the power of youth leadership. The goal is to use communication and action to enable youth to have a positive impact on their communities. This bulletin serves as a training manual on how to conduct a special event. Special events can address a variety of problems ranging from a lack of community attention to a particular issue to a need for alternative behaviors among some community members. The special event can focus on child safety; afterprom drinking; gang activity; or any problems that need to be addressed by community awareness and action. Information on planning an event is organized by the number of weeks prior to the event so that planners can organize sequentially what needs to be accomplished. Information is provided on how to measure the success of the event for future planning. A number of resources are provided for additional information on community action. (JDM)

ED 456 371

CG 031 138

EDRS Price- MF09/PC47 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; *Career Counseling; Elementary Secondary Education; National Standards; School Counseling; *School Counselors; Social Development; State Curriculum Guides
IDENTIFIERS- National Career Development Guidelines

The comprehensive school counseling program refers to a sequential, developmental program designed to benefit all students in preparation for their futures. The program includes a curriculum organized around academic development, career development, and personal and social development. Activities and strategies for achieving identified outcomes in these areas can be integrated across the curriculum by teachers and counselors. Section 1 illustrates the connectivity between the National Standards; the ABCs Goals; the SCANS; and the National Career Development Guidelines. It also discusses school counselors' roles and functions; role of school personnel and community in a comprehensive school guidance and counseling program; and components of a school counseling program. Section 2 contains curriculum lessons on academic, career, and personal development for elementary, middle, and high school grades. Section 3 contains resources and an appendix for assessing needs and evaluating programs, and delivering the guidance curriculum for the North Carolina Comprehensive School Counseling Program. It also includes information for implementation review. (JDM)

ED 456 392

CG 031 189

Tobacco Use among U.S. Racial/Ethnic Minority Groups--African Americans, American Indians and Alaska Natives, Asian Americans and Pacific Islanders, and Hispanics: A Report of the Surgeon General. Executive Summary.

PUB DATE- 98

NOTE- 31p.; Prepared by the U.S. Department of Health and Human Services under the general direction of DHHS' Centers for Disease Control, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health. Edited by Gerardo Marin, Gayle Lloyd, Valerie R. Johnson, and Anne M. Pritchett.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; Government Publications; *Minority Groups; Mortality Rate; Prevention; *Smoking; *Tobacco

IDENTIFIERS- African Americans; Pacific Islands

Smoking is the leading cause of preventable death in the United States and certain racial and ethnic minority groups are at higher risk for using tobacco. This is the first Surgeon General's report to focus on tobacco use among these four racial and ethnic minority groups. It provides a single, comprehensive source of data on each group's pattern of tobacco use and presents information on national and regional efforts to curtail consumption of tobacco products. Preventing health problems related to tobacco use among these individuals will be integral to achieving the Healthy People 2000 objectives. Following the introduction in Chapter 1, Chapter 2 illustrates how patterns of tobacco use differ among the groups. Chapter 3 compares the groups in terms of the incidence and prevalence of

and community involvement, and more individual attention while reading, for each child. The results of this research showed an increase in the reading fluency of the students. Pre-intervention data compared to post-intervention data reflected a significant increase in ability and motivation to read. It is the opinion of the researchers that these intervention strategies continue to be utilized in the classroom to further the development of reading. (Contains 30 references and 15 figures of data. Appendixes contain the consent form, student, teacher, and parent survey instruments, and tally sheets.) (Author/RS)

ED 456 414

CS 014 443

Lowe, Kristine; Nelson, Amy L.; O'Donnell, Katie; Walker, Megan C. Improving Reading Skills.

PUB DATE- 01

NOTE- 91p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Action Research; Critical Thinking; Elementary Education; Grade 1; Grade 4; *Instructional Effectiveness; Kindergarten; Listening Skills; Multiple Intelligences; Parent Attitudes; *Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Skills; Student Attitudes; Writing Achievement

IDENTIFIERS- *Phonemic Awareness

This report describes a program for improving pre-reading and reading skills. Some students of the targeted kindergarten, first, and fourth grade classes typically exhibited poor reading development due to personal, social, and educational problems. The documents that supported this evidence were observational checklists, parent surveys, pretests, and posttests. Analysis of the probable causes in the targeted kindergarten and first grade classes indicated poor language development, lack of preschool experience, limited parental involvement, unidentified learning disabilities, and health and nutrition problems. The fourth grade students of the targeted school showed lack of critical thinking, comprehension, and vocabulary. A review of solution strategies suggested from knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: concentrated units of study with emphasis on phonemic awareness; multiple intelligences through daily lessons; and Breakthrough to Literacy, an interactive literacy program. Post intervention data indicated improvement in pre-reading and reading skills, listening skills, and writing ability. An increased interest in books and reading was also developed. (Contains 26 references and 12 figures of data. Appendixes contain a phonemic awareness pre/posttest; checklists; the parent survey pre and post; a student survey; a consent form; and a book list.) (RS)

ED 456 415

CS 014 449

Ediger, Marlow Reading, Scope, and the Curriculum.

PUB DATE- 01

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

sites in Mississippi, the Live Oak Writing Project is the newest, based at the Gulf Coast campus of the University of Southern Mississippi in Long Beach. A Congressional Committee on Appropriations special hearing was held to review the success and importance of federally funded teacher training programs, specifically the National Writing Project and the Live Oak Writing Project. This booklet contains the minutes of the hearing. The booklet is divided into the following sections: Opening Statement of Senator Thad Cochran; Statement of Dr. Richard Sterling, executive director, National Writing Project; Prepared Statement; Statement of Dr. Sherry Swain, director, Mississippi Writing and Thinking Project, Starkville, MS; Prepared Statement; Statement of Dr. Huntley Biggs, executive director, Mississippi Power Foundation; Prepared Statement; Statement of Kim Myrick Stasny, Ph.D., superintendent, Bay St. Louis-Waveland School District; Prepared Statement; Statement of Stacey Gorum, teacher, North Bay Elementary School; Statement of Sharon McKenna Ladner, curriculum instruction specialist, Pascagoula School District; Statement of Lisa Eveleigh, parent, North Elementary, Bay St. Louis, MS; Prepared Statement; National Writing Project Evaluation, Student Writing Achievement, Year One Results; National Writing Project Annual Report 2000; Letter from Amy Tuck, Lieutenant Governor, State of Mississippi, to Senator Thad Cochran; Prepared Statement of State Senator Alice V. Harden; Prepared Statement of Kim Patterson, co-director, Mississippi State University Writing/Thinking Project; Prepared Statement of Linda Buchanan; Prepared Statement of Jeanne R. Ezell; Prepared Statement of John W. Dorroh; and Prepared Statement of Katherine Dale Pohl, parent. (NKA)

ED 456 437

CS 217 665

Crown, Sid
Early Components to Childhood Literacy.

PUB DATE- 98

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(979), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Early Childhood Education; *Emergent Literacy;

Literature Reviews; *Parent Role; *Phonics; *Reading Aloud to

Others; *Reading Instruction; *Whole Language Approach

IDENTIFIERS- *Phonemic Awareness

Within the fundamental context of "how children learn to read," attention is drawn towards an understanding of the "components" that are necessary for the child to move from oral language to early literacy. Looking at this transition requires the educator to consider whether literacy can develop as naturally for the child as speaking, or if not, what specific training and development beyond exposure to print it requires. Likewise, what is the role of the child's home environment in this process, as well as the school's to foster literacy? These are essential questions for the educator and parent alike. This paper addresses these issues within the context of early literacy development in children. First, the paper reviews the literature on children's early book behavior and the caregiver's role. It then discusses phonemic awareness--what it is, why it is important, and how to teach it. The paper also examines the research on the "Great Debate"--code-oriented versus whole language approaches to reading instruction. It finds that learning to read, although not a natural process, is essential to a child's well being in a literature-driven

dialogue) and analysis for this study occurred simultaneously; the students' reflections on the use and purpose of personal narratives are couched in terms of the overarching themes or categories that emerged from the data. Through writing personal narratives, the pre-service students discovered the intrinsic role that reflection plays in the daily experience of a teacher. The study revealed that the students emphasized the communal aspect of writing autobiographically. Finding a voice in relation to others is one of the most profound implications of the study. (Contains 12 references. Appended are the personal narratives assignment and final reflection guidelines.) (NKA)

ED 456 456

CS 217 709

Christoph, Julie Nelson; Mystrand, Martin
Taking Risks, Negotiating Relationships: One Teacher's Transition towards a Dialogic Classroom. CELA Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Environment; Discourse Analysis; *Discussion (Teaching Technique); *English Instruction; Grade 9; High Schools; *Literature Appreciation; Low Achievement; Scaffolding (Teaching Technique); *Teacher Behavior; Urban Education

Building on previous work that showed the importance of discussion for teaching literature and that discussion in low-achieving high school English classes is particularly infrequent (Mystrand, 1997), this study investigated a low-achieving class that featured regular discussions to gain insights into how dialogically organized instruction emerged within the context of a traditional recitation instructional setting, further complicated by poverty and linguistic diversity. Using a combination of grounded theory (Strauss, 1987) and conversation analysis, for 18 weeks the researchers observed a ninth-grade English class in a Midwestern inner-city high school, the majority of whose students were Hispanic. Though the profile of classroom discourse was typical of that found in most American high schools using a dominant IRE (Initiation--Response--Evaluation) pattern, the teacher sought to open up her classroom; she characterized herself as a teacher in transition. To investigate the dimensions of this transition, the researchers conducted 51 observations during the spring semester, observing 14 discussions, or instructional conversations (Tharp and Gallimore, 1988). The study documents three key strategies that the teacher used in her efforts to make such discussions possible: developing an ethos of involvement and respect, using scaffolding and specific ways of phrasing questions to encourage (and discourage) discussion, and, most importantly, acknowledging and making space for the presence of students' interpersonal relationships. This study shows that dialogic discourse can happen when teachers are adept at linking--and enabling links between--academic objectives and student concerns that often originate beyond both the classroom and the school. (Contains 46 references, a figure, and 3 notes. Appendixes contain definitions of key variables, details of discussions analyzed, and transcription conventions.) (Author/RS)

response, critical-cultural, feminism/diversity, and international topics. These and interdisciplinary influences are expected to continue to contribute to ever more theory building in public relations. (Contains 42 references, 10 notes, and 4 tables of data. An appendix presents a categorization by titles of all articles analyzed.) (Author/RB)

ED 456 482

CS 510 631

Napierkowski, Harriet
Collaborative Learning and Sense of Audience in Two Computer-Mediated Discourse Communities.

PUB DATE- 01

NOTE- 27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (52nd, Denver, CO, March 14-17, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Audience Awareness; Comparative Analysis; *Computer Mediated Communication; *Cooperative Learning; Discourse Communities; Higher Education; Persuasive Discourse; Undergraduate Students; *Writing Instruction; *Writing Processes; Writing Research

IDENTIFIERS- Face to Face Communication; *Online Courses; *Purpose (Composition)

Currently, university composition programs are experimenting with the delivery of online writing courses, without the component of face-to-face interaction. To assess the efficacy of this delivery medium, a study compared two groups of undergraduate students in a course on argumentative writing taught by the same instructor: one group taking the course in an onsite computer-networked classroom (n=20) and the other taking the course online (n=16). In both groups, students had opportunities for synchronous and asynchronous electronic interactions about readings and text production, including group work, hands-on workshop activities, guided discussions, and peer response sessions. The distinguishing characteristic was the absence of the face-to-face component in the online class. With each writing assignment--four argumentative texts of 1,000-1,200 words and a longer research paper--students went through the cycle of determining their purpose and audience, brainstorming, drafting, revising, and editing their work before they submitted a final draft for review to the instructor. Of particular importance for the study during this recursive process were the peer response sessions in which students, working in groups of three, engaged. A collaborative learning survey that measured students' post-treatment attitudes revealed no significant difference between groups in regard to sense of belonging to a discourse community. An audience awareness rubric measured students' ability to inscribe or to represent audience in argumentative discourse. Mean scores for online students were higher than they were for onsite students. Eight appendixes contain a model, survey data, and 6 audience awareness traits. (Contains 30 references.) (NKA)

ED 456 483

CS 510 632

Soter, Cyndi Verell
Protecting Student Press Freedoms: An Analysis of Statutory Protection for Student Publications in the Post-"Hazelwood" Years.

PUB DATE- 01

research projects to use structured observation in studying the managerial behavior of high school principals. It provides the observer with specific behaviors that should be taken into account while making observations. It requires the observer to be in the school setting at a specified time for a prescribed length of time. A running account of behaviors as they occur is then recorded, using a coding system, noting time and/or frequency occurrences. Data collection is not dependent on the observer being highly experienced, information is recorded in relation to behaviors expected to occur, and the instrument collects both quantitative and qualitative data. (Contains 19 references.) (DFR)

ED 456 503

EA 031 164

Astroth, Kirk A.; Haynes, George W.
Final Report of the Montana Public School Students' Out-of-School Time Study. Research Report.

PUB DATE- 01

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Problems; Discipline; Educational Change; *Intermediate Grades; *Junior High Schools; *Public Schools; School Safety; *Vandalism

This paper reports on a study that explored the results of a statewide survey conducted in 21 randomly selected counties in Montana during fall 2000. Within each county, no more than 2 school districts were selected for further study, and within each school district, students in the 5th, 7th, and 9th grades were selected to participate in the study using a 74-question instrument. Nearly 2,800 surveys were returned from more than 50 schools, including schools on 4 of Montana's 7 reservations. Approximately 2,500 usable surveys were used in the analysis. Faculty at the Montana State University College of Nursing's Center for Research and Creativity coded and entered the data. Research faculty in the MSU Department of Health and Human Development analyzed these data. Results revealed that most of today's young people are very busy in out-of-school activities, with only 17 percent of youth reporting that they are not involved in any out-of-school activities. Youth who participate in any organized out-of-school programs are less likely to engage in a variety of at-risk behaviors. Moreover, youngsters who have participated in 4-H for more than 1 year are more likely to participate in all other out-of-school activities than other youth. Those who participate in 4-H more than 1 year are also less likely to shoplift or steal, smoke cigarettes, ride in a car with someone who has been drinking, or damage property just for the fun of it. (Author/DFR)

ED 456 504

EA 031 165

Moore, Paula; Karr-Kidwell, PJ
Violent Children in Today's Schools: A Literary Review and a Behavior Management Plan for Administrators.

PUB DATE- 01

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Behavior Problems; *Crime Prevention; *Educational Administration; Educational Change; Elementary Secondary

brought to light and demystified. A number of sociocultural biases and other unwritten rules present unique challenges for women and others who are unlike most incumbent, white, male superintendents. Understanding how search-and-selection processes operate, including the stated and unstated norms at play, can help candidates to successfully access the superintendency. Insider information is important for those historically marginalized from the most influential networks (for example, females) and those who may not share the same cultural background as majority incumbents (for example, people of color). The book concludes by reexamining major themes and challenging current and future administrators to play a role in improving selection practices. An appendix explains the research methods used to obtain information. (Contains an index and 145 references.) (RT)

ED 456 523

EA 031 196

Brouillette, Matthew J.; Williams, Jeffery R.
The Impact of School Choice on School Employee Labor Unions: Unionization Rates among Private, Charter, and Traditional Government Schools Suggest Reason for Union Opposition to School Choice.

PUB DATE- 99

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Charter Schools; *Economic Impact; Elementary Secondary Education; Political Power; Private Schools; Public School Teachers; Public Schools; *School Choice; School Personnel; *Unions

IDENTIFIERS- *Michigan

This study examines the unionization rates of teachers in traditional government, charter, and private schools to determine how school choice might affect school employee labor unions, including the Michigan Education Association and the Michigan Federation of Teachers. The findings of this study reveal that unions have powerful financial incentives to maintain the current barriers to school choice, including the Michigan constitutional ban on K-12 tuition vouchers and tax credits. Nearly 9 out of 10 school children attend public schools with unionized teachers. However, unions have been mostly unsuccessful in their attempts to organize teachers in charter and private schools, where few employees are willing to join a union or pay dues. To date, only 5 of Michigan's 139 charter schools are unionized, and only 2 out of the 782 private schools surveyed were found to have unionized teachers. To union officials, expanded school choice may mean a reduction in their organizations' income and political power as greater numbers of low- and middle-income families choose to send their children to charter and private schools with nonunionized workforces. Union officials understand that if families are allowed to effectively choose from among an expanded array of alternative, nonunionized schools, so are dues-paying school employees. (RT)

ED 456 524

EA 031 197

Riley, Pamela A.
A Charter School Survey: Parents, Teachers, and Principals Speak Out.

PUB DATE- 00

NOTE- 54p.; Financial support provided by the Koret Foundation.

based educational reform. North Central Regional Education Laboratory, Mid-Continent Research for Education and Learning, and the Berkans Institute offer Web sites and a toll-free number to those who want to comment on this type of reform. In surveys, a clear majority of parents feel that testing to identify students who need help and to publish school's scores for comparison are appropriate uses of standards tests. However, even more parents are against using the score on one test as the criterion for promotion to the next grade or for graduation. In high-stakes assessment, teacher's jobs and students' promotion are at risk. Teachers have to be apprised of the contents of the tests given in order to even attempt to teach to the test. Another major concern is equity. African American, Hispanic, and Native American students tend to perform at lower academic levels than whites and Asian/Pacific Islanders on most standardized measures of achievement. High-stakes testing policies may increase education inequity between whites and minorities or between affluent and impoverished students, perhaps increasing dropout rates. Possibly standards scores will prod schools to target resources where they are needed most. Potential topics to address, suggested questions, and recommendations from research literature are offered, along with a glossary and suggested reading. An appendix traces the history of this type of reform from 1983. (RJK)

ED 456 543

EA 031 242

West, Lillie Souders

The Influence of Principals on the Institutionalization of Developmentally Appropriate Practices: A Multiple Case Study. PUB DATE- 01

NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Role; *Developmentally Appropriate Practices; Elementary Education; *Principals; *Transfer of Training

IDENTIFIERS- National Association Educ of Young Children

This study focused on one southern state's efforts to implement developmentally appropriate practices through a training program for elementary principals. The purposes of the study were to describe the extent to which developmentally appropriate practices were used in grades K-3 in four schools, and to describe the role of the principals in influencing the developmentally appropriate practices to the theory of transfer of training. Literature suggested that only moderate use of developmentally appropriate practices occurred in early elementary classrooms. The research design was a multiple case study. Data sources included observations, photographs, and structured interviews. Subjects included four principals who had attended an early childhood training between 1989-93 and who had been principals in their respective schools for at least 3 years. Data analysis was based on theory triangulation and was analyzed from three perspectives: the perspective of the training program and National Association for the Education of Young Children guidelines, the perspective of the participants, and the theoretical perspective of transfer of training. Results suggested: (1) that schools in this study were using developmentally appropriate practices to a moderate extent; (2) that use of these practices decreased after

long and with so little awareness that they are rarely examined. An index is included. (Contains 140 references.) (RKJ)

ED 456 563

EA 031 295

Hayes, William

So You Want To Be a Superintendent? A Scarscrow Education Book.

PUB DATE- 01

NOTE- 146p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Administrator Attitudes; Administrator Characteristics; *Administrator Effectiveness; Administrator Qualifications; *Administrators; *Educational Administration; Elementary Secondary Education; *Occupational Information; Public Schools; *Superintendents

IDENTIFIERS- American Association of School Administrators

Any individual who might some day consider becoming a superintendent is the target audience for this book. Superintendents face both strong challenges and rich rewards. Currently the pool of qualified candidates for superintendent openings is getting smaller. Many perceive the career as a series of political hassles without the rewards of helping individual students. The reader who is hesitant about this career path may find this book a deciding factor. Organized into 17 chapters, the book describes changes in this career since the 1950s; explains the preparation needed to become a superintendent; examines the possible career paths leading to a superintendency; gives details about the sacrifices and rewards of the position; considers the first year; demystifies budgets and bond issues; looks at the relationship with the board; focuses on the relationship with faculty and staff; examines working with an administrative team; delineates the function of a district instructional leader; considers legal issues of the profession; offers advice for surviving in the political arena; considers one's personal life; suggests key questions before accepting a new position; offers some final thoughts on leadership; and poses questions one should ask oneself before entering this career path. Notes follow each chapter and an index is provided. (RKJ)

ED 456 564

EA 031 296

Sendor, Benjamin B.

A Legal Guide to Religion and Public Education. Second Edition.

Monograph Series, No. 59.

PUB DATE- 97

NOTE- 98p.; For first edition (1988), see ED 298 665.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Civil Rights Legislation; Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Courts; *Freedom of Speech; Law Related Education; Legal Problems; *Public Education; Religion Studies; Religious Cultural Groups; *Religious Discrimination; Religious Holidays; *School Law; School Prayer; *State Church Separation

DESCRIPTORS- *Assistive Devices (for Disabled); *Computer Assisted Instruction; *Computer Software; Computer Software Evaluation; *Computer Uses in Education; *Disabilities; Elementary Secondary Education; Grammar; *Keyboarding (Data Entry); Multimedia Materials; Notetaking; Spelling; User Friendly Interface

This collection of materials describes different types of computer applications and software that can help students with disabilities. It contains information on: (1) Easy Access, a feature of the systems software on every Macintosh computer that allows use of the keypad instead of the mouse, options for slow keys, and options for sticky keys; (2) CloseView, a software program that magnifies the screen display from 2 to 16 times; (3) the Laser PC4 laptop, a diskless laptop computer containing 2 megabytes of built-in programs and 128K of RAM to store all created files; (4) AlphaSmart, an inexpensive keyboard that allows students to enter and edit text and then transfer it to a Macintosh computer for formatting and printing; (5) six different types of word prediction software; (6) assistive technology for notetaking; (7) how portable keyboards help students; (8) writing tools; (9) word prediction word processing; (10) software tools to assist spelling, grammar, and outlining; (11) talking word processors; (12) multimedia software; (13) cognitive assistance; (14) instructional software; and (15) computer software for developing future skills. A list of resources for obtaining referenced tools is provided. (CR)

ED 456 583

EC 388 567

Special Education Mediation: A Guide for Parents.

SPONS. AGENCY- Special Education Programs (ED/USERS), Washington, DC.

PUB DATE- 01

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Conflict Resolution; *Disabilities; Due Process; Educational Legislation; Elementary Secondary Education; Federal Legislation; Parent Education; Parent Participation; Parent Rights; *Parent School Relationship; *Problem Solving; *Special Education

IDENTIFIERS- Amendments; Individuals with Disabilities Educ Act Amend 1997; *Mediation; *Oregon

Designed for parents of students with disabilities living in Oregon, this brochure describes the general mediation process that parents can use to resolve special education services disputes with schools. It begins by discussing what mediation is and the characteristics of a trained mediator. It addresses the requirement for making mediation available to parents under the Individuals with Disabilities Education Act and the benefits of mediation. Some potential concerns about mediation are listed and frequently asked questions about mediation are answered. The last part of the brochure lists ways parents can prepare for mediation, including identifying the issues to discuss, making a written list, writing out any questions that need to be addressed, organizing documents, anticipating questions, considering all possible solutions, using parent resources, and asking a parent advocate for help. Comments by parents who have had successful outcomes using mediation are

situations of people with disabilities. The paper considers the powers of social devaluation and paths to reform. It concludes that failure to appreciate either the power of social devaluation or the promise of working hard to continually expand what is possible, blunts the principle of normalization's effectiveness as a guide for the creation of better services and feeds the widespread temptation to approach deep and enduring ethical issues with superficial and transient techniques. It argues that only by forming and sustaining heart-to-heart alliances with devalued people can people concerned about improving services walk the complementary paths of detachment and creation toward a somewhat more just and inclusive community. (Contains 15 references.) (CR)

ED 456 602

EC 308 587

O'Brien, John

The Politics of Person-Centered Planning.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.; Minnesota Univ., Minneapolis. Inst. on Community Integration.

PUB DATE- 99

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adolescents; Adults; Change Strategies; Delivery Systems; *Disabilities; Empowerment; Independent Living; *Organizational Change; *Personal Autonomy; *Political Influences; *Resistance to Change; *Self Determination

This paper discusses the political conflicts that may arise around person-centered planning for individuals with disabilities. It argues that person-centered planning offers a forum for dealing with contested questions in the lives of particular people and in the histories of particular organizations, communities, and states. These questions concern: (1) what social roles and opportunities for economic and civic participation will be open to people with disabilities; (2) how will the work of adapting to assisting people with disabilities be divided among family members, community associations, public services and amenities, actors in the marketplace, and specialized disability services; and (3) how existing investments and practices should be regarded when they become inconsistent with changing appreciation of the rights of people with disabilities and rapidly evolving technologies for assistance. The excuses agencies use to prevent person-centered planning efforts are also discussed. The paper concludes that people who are working for real change will find themselves in the midst of political conflict and that their civic action will produce the single most reliable indicator that person-centered planning is really happening in a service system. (CR)

ED 456 603

EC 308 588

Walker, Pam; Harris, Perri; Hall, Mair; Smith, Valerie; Shultz, Bonnie

Self-Determination in Vermont: Contributions of the Vermont Self-Determination Project.

SPONS. AGENCY- Minnesota Univ., Minneapolis. Research and Training Center on Community Living.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

for Community-Based Rehabilitation Centers" (Steven Boone and Douglas Watson); (8) "Effect of Postsecondary Education on Reducing SSI and SSDI Payments to Deaf and Hard of Hearing College Graduates" (Gerald Walter and Jack Clercq); (9) "Job Placement Services Enhancement Model" (Catherine Burland); (10) "Demystifying Assistive Listening Devices: The Devil is in the Detail" (Cheryl Davis and Martha Smith); (11) "Skill Building Innovations To Help Today's Students Become Tomorrow's Employees" (Steven Boone and Heidi Lefebure); (12) "Creating WIN/WIN Situations: Innovative Management of Interpreter Services at a Mid-Sized University" (Nancy McFarlin); (13) "Designing a Program in a Postsecondary Mainstream Institution To Meet the Needs of Multicultural Students Who Are Deaf or Hard of Hearing" (Catherine Burland and others); and (14) "Avenues to Literacy: Our Stories, Our Visions" (Barbara Boyd and others). Papers include references. (CR)

ED 456 622

EF 005 496

Wildlife and the School Environment.

PUB DATE- 92

NOTE- 37p.; Prepared by the Royal Society for the Protection of Birds. Colored photographs may not reproduce clearly. Sponsored by ESSO.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Facilities Design; Elementary Education; *Elementary Schools; *Environmental Education; Foreign Countries; Public Schools; *Wildlife

IDENTIFIERS- *School Yards

This booklet explores various ways that environmental learning opportunities can be created at elementary schools by utilizing school facilities and surrounding school grounds. The booklet's first two chapters present tips that can help educators determine a school grounds' environmental condition. There is advice that educators can use to develop proposals for improving the school grounds' environmental condition, as well. Also included are some basic principles to consider when using school grounds for environmental teaching. Subsequent chapters explain how to create environmental learning opportunities using not only the school building, but hard-surfaced areas, ponds, grasslands, wildflowers, insect gardens, and woodlands. Five case studies are included. These case studies discuss school grounds designs that support environmental education. The booklet concludes with a list of additional resources for further information. (GR)

ED 456 623

EF 005 452

Buckeye Valley Middle School Educational Specifications: Buckeye Valley Local School District, Delaware, Ohio.

PUB DATE- 94

NOTE- 71p.; Prepared by Planning Advocates, Inc. Prepared for the Superintendent, Assistant Superintendent, a Principal, and the Board of Education of the Buckeye Valley Local School District.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Counseling; *Educational Administration;

Reid, Lorene
How Does the Use of Reading Recovery Techniques and
Individualized Reading Strategies Affect the Reading Skills of
Middle-School, Second Language Learners? Action Research
Project.

PUB DATE- 01

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Action Research; *English (Second Language);

Grammar; Individualized Instruction; *Individualized Programs;
Intermediate Grades; Junior High Schools; Learning Strategies;
Reading Improvement; *Reading Instruction; *Reading Programs;
Second Language Instruction; Second Language Learning; Teacher
Researchers

IDENTIFIERS- Reading Recovery Projects; Saint Louis City School
District MO

This study focuses on the progress of six middle schoolers in the
St. Louis public schools who had been placed in 6th grade even
though they had only first grade-level reading skills. It seeks
to answer the following question: What effect will the use of
Reading Recovery techniques and individualized reading
strategies have on middle school English language learners
struggling to read English? During individualized tutoring
sessions, the students were taught specific reading learning
strategies, including the following: focusing on word families;
rerunning, which involves reading a string of words or a whole
sentence to capture the grammatical and semantic sense of the
text; using context clues; and stressing the necessity that a
text must make sense. Various types of reading were also used--
independent, silent reading; echo reading; reading aloud;
paired reading; and listening to taped books as students follow
along in the text. The following conclusions were drawn: these
students' attitudes about themselves as readers have improved;
they no longer skip unknown words and have begun to use word
family and context clues to help them make sense of print;
their knowledge of sight words has increased; and their scores
on a standardized reading test showed an average gain that was
higher than that obtained by peers who did not participate in
this project. (KFT)

ED 456 647

FL 026 872

Cintas, Jorge Diaz
Teaching Subtitling at University.

PUB DATE- 01

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Foreign Countries; Higher Education; Second Language
Instruction; Second Language Learning; Teaching Methods; Theory
Practice Relationship; *Translation

IDENTIFIERS- *Subtitles; United Kingdom

There has been a clear increase in the exchange of products that
need some form of translation and particularly in the field of
audiovisual material. However, very few higher education
institutions in the United Kingdom have taken up the challenge
to teach any of the translation modes implemented in the world
of audiovisual products: subtitling, dubbing, or voice-over. By
focusing this paper solely on subtitling, several aspects that
ought to be taken into consideration when teaching a module of

(Second Language); Females; Foreign Countries; Grade 2; Primary Education; Second Language Instruction; Second Language Learning; *Sex Differences; Videotape Recordings
IDENTIFIERS- British Columbia

This study is a qualitative exploration of the amount of talk (also known as linguistic space) used by girls as opposed to boys in a grade 2 English-as-a-Second-Language (ESL) classroom in British Columbia. The focus of this study is the amount of language generated in a classroom lesson-time talk based on gender. Data was collected through videotaped observations, which were then transcribed, timed, and analyzed for conversational opportunities and patterns. The findings revealed that femaleness affects participation in classroom lessons and, by extension, affects language learning opportunities. This particular task of linguistic space in the girls' experience revealed that girls speak only for a fraction of the time. Their silence appeared heavily influenced by the teacher's response to student concerns. This study provides an empirical basis for the conclusion that gender is a prime variable in the ESL classroom. Learning happens through talk, and so efforts should be made to make teachers aware of the disproportionately small share of linguistic space girls claim and ways to increase their participation explored. (Contains 51 references.) (KFT)

ED 456 667

FL 026 894

Collier, Catherine
Separating Difference & Disability.
PUB DATE- 81

NOTE- 17p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (St. Louis, MO, March 1, 2001). Some text may not reproduce well. Produced by CrossCultural Developmental Education Services (CCDES).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acculturation; Adult Education; Check Lists; *Cognitive Development; Cognitive Style; Cultural Education; *Language Impairments; Limited English Speaking; Student Evaluation

This document discusses culture, identity, and cognitive development. It focuses on acculturation of English-as-a-Second-Language learners, discussing criteria for transferring students with limited English proficiency into the mainstream and the difference between language disabilities and learning difficulties. The following forms are included: "Sociocultural Checklist"; "Sociocultural Resiliency Checklist"; and "Pre-Referral Review for Diverse Learners." (KFT)

ED 456 668

FL 026 895

Bertolo, Stefano, Ed.
Language Acquisition and Learnability.
PUB DATE- 81

NOTE- 255p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Cognitive Style; Diachronic Linguistics; Grammar;

financial aid varied, but students often received aid from more than one source. Dependent students were more likely to receive aid from multiple sources than were independent students. (SLD)

ED 455 689

NE 034 241

Kelly, Kathleen F.

Meeting Needs and Making Profits: The Rise of For-Profit Degree-Granting Institutions. ECS Issue Paper.

SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.

PUB DATE- 01

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC92 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Degrees (Academic); *Distance Education; *Educational Finance; *Enrollment Trends; *Higher Education; Internet; Private Education; *Proprietary Schools; Small Colleges

IDENTIFIERS- *Profit Making Schools

The nature, role, and impact of the rapidly growing for-profit degree-granting sector of higher education were studied using a variety of data sources, including field notes. For-profit degree-granting institutions have emerged as an integral and increasingly influential part of the system. Over the past decade, there has been a 78% increase in 2-year for-profit institutions and a 266% increase in the number of 4-year institutions. Enrollment in for-profit degree-granting institutions grew by 59% in the same period, reaching roughly 365,000 students. This report presents case studies of three groups of institutions: (1) small, local enterprise colleges; (2) "super systems"; and (3) Internet-based institutions. It explores changes in the for-profit degree-granting sector, the factors that account for its survival and growth, and the impact of regulation and accreditation. The paper also considers similarities and differences in the views of managers, faculty, and students about the purposes, strengths, and weaknesses of their institutions. The for-profit sector's emphasis on career-oriented and customer focused programs, services, and institutions appeals to new types of students, such as working adults and parents with family responsibilities. The degree programs offered by such institutions differ from those offered by traditional degree programs, but the differences may be less significant than critics suggest. Skills and practical subjects receive more emphasis at for-profit institutions, but, in fact, degree programs at all institutions have become more career-oriented. The design of for-profit institutions is driven by employers' needs and students' interests. As both businesses and schools, for-profit institutions need to meet the quality standards of industry and academe. They may even be more sensitive to quality concerns than are traditional institutions. (Contains 5 tables, 17 endnotes, and 17 references.) (SLD)

ED 456 690

NE 034 243

Duby, James R., Jr.

Impact of Intellectual Property Laws on Part-Time Faculty. The Effective Voice for You.

PUB DATE- 00

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

students in higher education in the United States today. These colleges, located in nine states and Puerto Rico, have more than 25K Hispanic enrollment. They serve the community by focusing on the needs of individual students through educational and student support services that address the needs of many first-generation and low-income students. HSIs are affordable, close to home, and attuned to Latino issues. An alphabetical list of HSIs is included in the kit with the video, as is a discussion of educational excellence for Hispanic Americans. (8LD)

ED 456 712

HE 034 269

Ontario Universities--2000. Resource Document.

PUB DATE- 01

NOTE- 169p.; For the 1998 resource document, see ED 432 213.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Finance; Educational Policy; *Enrollment; Enrollment Projections; Foreign Countries; Higher Education; Income; *Institutional Characteristics; *Research; State Aid; Tables (Data); Trend Analysis; *Tuition

IDENTIFIERS- Canada; Ontario

This edition of the annual "Resource Document" provides a comprehensive review of statistics and trends relevant to Ontario. Canada, universities across a range of policy areas. The review is particularly important this year because Ontario is on the verge of experiencing the greatest increase in demand for university opportunities in 30 years. Projections indicate that enrollment in Ontario is likely to rise by as much as 96,000 students, or 40% within the next 10 years. Provincial operating grants to Ontario universities were \$1,722 million Canadian in 2000-2001. In constant dollar amounts, however, these grants were 24.6% lower than in 1992-1993. Tuition fee revenue has increased dramatically since 1987-1988 but federal government support of Ontario postsecondary education has declined 3.6% in constant dollar terms between 1987-1988 and 1999-2000. Ontario universities rank ninth of the 10 provinces in terms of the percentage of operating income that comes from provincial grants. The report contains these sections: (1) "Grants and Revenue: The Ontario Picture"; (2) "Grants and Revenue: Jurisdictional Comparisons"; (3) "Comparisons with Other Sectors"; (4) "Research"; (5) "Tuition Fees"; (6) "Student Financial Assistance"; (7) "University Infrastructure"; (8) "Faculty and Staff"; and (9) "Education and Employment." Eight appendices contain information on the methodology for estimating enrollment, university expenses and incomes, and some details of provincial operating grants for Ontario universities. (Contains 43 tables and 40 figures.) (8LD)

ED 456 713

HE 034 270

Voet, Tony Vander

Indirect Costs of University Research: Background Information.

PUB DATE- 00

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Colleges; *Costs; Enrollment; Foreign Countries; Higher Education; Research; *Research Universities; *Resource Allocation

IDENTIFIERS- Canada; *Indirect Costs; *Ontario

This paper is intended to provide a solid base of information about the treatment of indirect university research costs in various jurisdictions and to highlight some of the factors that have contributed to increased interest in the issues surrounding the funding of indirect costs of research. University research in Ontario has continued to evolve toward science based "resource intensive" research. The Research Overheads/Infrastructure Envelope established in 1987 is not sufficient for current needs, and it does not reflect standard indirect cost rates. The new Ontario Research Performance Fund will enhance provincial support for university research, but it will not alleviate the full indirect cost pressure associated with growing research sponsorship. The need to provide additional resources is pressing, and it is occurring at a time when large-scale faculty renewal is being planned and when a major increase in student demand is anticipated. An appendix compares research overhead rates at various Ontario universities. (SLD)

ED 456 714

HE 034 271

Lonsway, Francis A.

The "Entering Student Questionnaire": A Study of Five Years of Use.

PUB DATE- 00

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Church Related Colleges; Clergy; *Graduate Students; Graduate Study; Higher Education; Racial Differences; Student Attitudes; *Student Characteristics; *Theological Education

IDENTIFIERS- *Association of Theological Schools; *Entering Student Questionnaire

The Entering Student Questionnaire is an instrument used by the Association of Theological Schools, Pittsburgh, Pennsylvania, to gather information about student characteristics. This study examined information provided by the questionnaire over its 5 years of use. In the fifth year, Association member schools returned 5,575 responses from their entering students. The most striking fact to emerge from the use of the questionnaire is that its findings are very consistent. By and large, the portrait of entering students for fall 2000-2001 is the same as that from 5 years earlier. Seminary students represented in the survey were overwhelmingly white, with blacks and Asians representing less than 10% of the student population. About one in five students entered the seminary with an undergraduate major in religion or theology. Male students were more likely to anticipate full time parish ministry after ordination. Survey results also provided information about the admissions process and students' choice of seminary. (SLD)

ED 456 715

HE 034 272

Kyvik, Svein; Skodvin, Ole-Jacob

Research in the Non-University Higher Education Sector--Tensions and Dilemmas.

PUB DATE- 01

NOTE- 20p.; Paper presented at the Annual Meeting of the European Association for Institutional Research (Porto, Portugal, September 9-12, 2001).

LANGUAGE- English

institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$59,904 for 2,891 of faculty in public institutions was approximately 5.6% higher than the average salary for all faculty in all major fields. The average salary increase was 0.8% per year for public institutions and 0.9% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 734

HE 034 294

Howe, Richard D.
Salary-Trend Study of Faculty in Communications for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of communications faculty for 1996-97 and 1999-2000, see ED 442 372. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; *Communications; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Communications faculty at 217 public and 262 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$51,097 for 2,393 faculty in public institutions was approximately 11% lower than the average salary for all faculty in all major fields. The average salary increase was 0.8% per year for public institutions and 0.6% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 735

HE 034 295

Howe, Richard D.
Salary-Trend Study of Faculty in Communications Technologies for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 16p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in communications technologies, see ED 442 373. For other salary-trend studies for 1997-98 and 2000-01, see HE034

total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$59,616 for 1,132 of faculty in public institutions was approximately 5.1% higher than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 17.8% higher than that for all faculty. The average salary increase was 0.1% per year above the cost-of-living for public institutions and 1.1% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 753

HE 034 313

Howe, Richard D.

Salary-Trend Study of Faculty in History for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of history faculty for 1996-97 and 1999-2000, see ED 442 391. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; *History; History Instruction; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for History faculty at 278 public and 350 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$55,443 for 3,253 faculty in public institutions was approximately 2.3% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 0.6% lower than that for all faculty. The average salary increase was 0.3% per year above the cost-of-living for public institutions and 1.1% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 754

HE 034 314

Howe, Richard D.

per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 771

HE 034 331

Howe, Richard D.
Salary-Trend Study of Faculty in Social Sciences, General for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of social sciences, general faculty for 1996-97 and 1999-2000, see ED 442 409. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Social Sciences; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Social Sciences, General faculty at 67 public and 53 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$54,325 for 856 of faculty in public institutions was approximately 4.4% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 8.2% lower than that for all faculty. The average salary increase was 0.1% per year above the cost-of-living for public institutions and 0.5% per year below the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 772

HE 034 332

Howe, Richard D.
Salary-Trend Study of Faculty in Social Work for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of social work faculty for 1996-97 and 1999-2000, see ED 442 410. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

rated their online classes as superior in their satisfaction with such key academic quality indicators as "develop critical thinking" and "rigor and scholarship." Other measurement issues related to whether online and face-to-face classes should be compared are discussed. One appendix contains a survey overview, and the other contains the survey. (Contains 6 tables and 17 references.) (SLD)

ED 456 791

HE 034 351

Stratton, Leslie S.; O'Toole, Dennis M.; Metzel, James N.
Factors Affecting Part-Time College Enrollment within the First Year. AIR 2001 Annual Forum Paper.

SPONS. AGENCY- Association for Institutional Research.

PUB DATE- 01

NOTE- 53p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Freshmen; *Employment Patterns; *Enrollment; *Full Time Students; Higher Education; National Surveys

IDENTIFIERS- *Beginning Postsecondary Students Long Study

This study uses data from the 1989-1994 Beginning Postsecondary Survey to ascertain the prevalence of such nontraditional enrollment practices as part-time and stop-out behavior. The decision to enroll initially as a part-time or full-time student was examined, contingent on the initial decision to attend college. A theoretical model that explicitly recognizes the role of employment opportunities in determining full-time/part-time enrollment options is developed. Empirical results from a logit model of the initial enrollment decision are consistent with this theoretical model and indicate that economic factors such as expected earnings and the unemployment rate significantly influence the decision to enroll on a part-time versus a full-time basis. (Contains 5 tables and 39 references.) (Author/SLD)

ED 456 792

HE 034 493

Dennison, John D., Ed.

Community Colleges in Canada. CHERD/CSSHE Reader Series Number 1.

PUB DATE- 96

NOTE- 101p.; All papers offer a French version of the author abstract. For other documents in the series, see HE 034 494-497.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020), Journal Articles (080)

DESCRIPTORS- *College Students; *Community Colleges; *Cooperation; *Educational Change; Foreign Countries; *Institutional Characteristics; Student Characteristics; Two Year Colleges

IDENTIFIERS- Canada

This publication is part of a series that reprints articles on a range of thematic issues published in the "Canadian Journal of Higher Education." This collection focuses on community colleges in Canada. Although the community college sector has been evolving in Canada for almost 40 years, community colleges have received only limited attention in the literature on higher education. As community colleges in Canada enter a new

frequency, typical retrieval and ranking factors, benchmarks, and overlap of retrieval between engines. Chapter 2 covers common searching options, including selection of what is to be searched, Boolean logic, truncation, phrase and proximity searching, name searching, field searching, requesting similar records, output options, international versions, and portal features. Chapters 3-10 present profiles of the following selected search engines: AltaVista, Excite, Fast Search, Google, HotBot, Lycos, Northern Light, and Yahoo. Chapter 11 describes meta-search tools, including Dogpile, iXquick, MetaCrawler, ProFusion, and Search.com. Chapter 12 discusses other search engines and keeping up. (Includes a glossary and an index.) (MES)

ED 456 812

IR 020 847

CNN Newsroom Classroom Guides, June 2001.

PUB DATE- 01

NOTE- 124p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cable Television; Class Activities; *Current Events;

Discussion (Teaching Technique); Educational Television;

Elementary Secondary Education; Programming (Broadcast);

*Social Studies; Teaching Guides; World Affairs

IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of June 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Indonesian President Wahid faces impeachment (June 1); suicide bombing attack at a Tel Aviv disco, AIDS 20th anniversary, Democrats gain control of the Senate, British elections, and global warming (June 4-8); Gulf Coast floods, Timothy McVeigh execution, President Bush in Europe, and President Bush announces an end to military activities on Vieques (June 11-15); Russian President Vladimir Putin proposes a Balkan peace initiative, U.S.-Russia relations, a congressional hearing begins on the problems surrounding the Ford Explorer and Firestone tires, a Patients' Bill of Rights is considered in the Senate, and California's energy crisis (June 18-22); extradition of Slobodan Milosevic, U.N. AIDS conference, juvenile diabetes, Federal Reserve interest rate cut, and Microsoft ruling (June 25-29). (MES)

ED 456 813

IR 020 848

Miller, Pamela

Learning Styles and General Attitudes toward Computers: An Analysis of Students Enrolled in Computer Science Modules at Calvin College. Research Field Study.

PUB DATE- 00

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Style; *Computer Attitudes; *Computer

Science Education; Computer Uses in Education; Correlation;

Higher Education; *Student Attitudes; Student Characteristics;

Student Surveys; Tables (Data)

IDENTIFIERS- Calvin College MI

links between achievement and teaching practices. The workshop agenda and list of participants are appended. (Contains 18 references.) (AEF)

ED 456 831

IR 020 888

McRae, Peggy

Increasing the Integration of Technology into the Fourth-Grade Curriculum Using Teacher/Media Specialist Collaboration in Planning Student Research Activities.

PUB DATE- 01

NOTE- 113p.; Applied Ed.D. Dissertation, Nova Southeastern University. Some images may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Cooperative Programs; Curriculum Development; Educational Resources; *Educational Technology; Grade 4; Instructional Development; Intermediate Grades; Learning Activities; Teaching Methods; *Technology Integration

This applied dissertation was designed to help fourth-grade teachers successfully integrate computer-related technology into the curriculum. The fourth-grade teachers did not incorporate student use of technologies into the curriculum-related activities or plan lessons collaboratively with the researcher. There was no correlation between classroom lessons and student use of media resources. The students had little training in any research skills. The author developed a combination of strategies to improve computer technology use in the curriculum with the fourth-grade teachers. These strategies included planning and teaching computer and research skills to the students, providing ongoing training for teachers at the workplace, collaborating with teachers to plan units of study, providing peer tutoring for teachers and students, and inviting community leaders and parents to share their knowledge and interest in technology. Teachers were encouraged to continue collaborative planning with the researcher so that computer technology would become a valuable tool for the school. An analysis of the data revealed that all of the outcomes set forth for this applied dissertation were met. The teachers learned how to use presentation software and electronic resources, and the students mastered all of the research skills taught. The most exciting and successful activities involved students in researching and gathering information in different formats as they learned about other countries. A culminating research project integrated all of the skills taught during the implementation period. Appended are student worksheets and evaluation checklists. (Contains 101 references.) (Author/AEF)

ED 456 832

IR 020 889

Norton, Elaine J.

Mentoring Programs for First Year Media Specialists: A Model. A Research Study.

PUB DATE- 01

NOTE- 83p.; Specialist in Education Thesis, Georgia State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)

"Future Directions: Nurturing Sustainability"; and (10)
"References." (Contains 51 references.) (AEF)

ED 456 849

IR 058 198

Hartness, Elizabeth Williams; Bingham, Margaret H.
Virtual Libraries in the Southeast: A Guide to Online Resources

Available to Educators in the SERVE States. Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 75p.; Cover page varies.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Access to Information; *Databases; Educational
Development; *Electronic Libraries; Information Services;
Information Sources; Internet; Online Searching; Online
Systems; State Programs

IDENTIFIERS- *SouthEastern Regional Vision for Education; *United
States (Southeast)

In the past 5 years, each state in the Southeastern Regional
Vision for Education (SERVE) region (Alabama, Florida, Georgia,
Mississippi, North Carolina, and South Carolina) developed
virtual libraries that provide citizens access to licensed
databases. This guide describes each state's offerings
including the methods of access, resources, and available help
and training. A primer in search conventions and strategies as
well as a list of suggested Internet search tools and their
unique features are also provided. Three appendices include an
alphabetical list of licensed databases, a list of licensed
databases by vendor, and a bookmark with virtual library names
and URLs. (AEF)

ED 456 850

IR 058 301

Blindness and Visual Impairments: Information and Advocacy
Organizations. Reference Circular No. 01-01.

PUB DATE- 01

NOTE- 61p.; For the 1996 version, see ED 392 457.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Advocacy; *Blindness; Braille; Counseling;
Employment Programs; Individual Needs; Information Services;
Information Sources; Organizations (Groups); Publications;
*Reference Materials; *Visual Impairments

The organizations listed in this reference circular provide a
variety of direct services to persons who are blind and
visually impaired, including advocacy and advisory services,
information and referral, counseling and employment programs,
assistive devices, and publications in special format. Many of
the organizations also offer guidance to families of persons
with visual impairments and training for professionals, and
many publish journals, brochures, newsletters, and catalogs.
The major publications are specified. The first section lists
national organizations alphabetically with an annotation that
describes the services provided. The second section lists
organizations on specific eye diseases and eye injuries, and
the third section lists international organizations. The fourth
section includes publications that list the names of
organizations that serve persons in the United States and other
countries who are blind or visually impaired, organizations

term community impacts include: (1) 34,994 students were educated and trained at BCC; (2) BCC employed over 2,272 people, 53% of whom lived in the BCC service area; (3) BCC total revenue was \$62,966,226; (4) 28.6% of the total revenue was from the state general fund; (5) total direct economic contribution of BCC to the community (institutional, employee, and student expenditures) was \$51,030,523; and (6) if the statewide jobs multiplier was used, BCC employment would account for an additional 2,567 jobs in the community. Long-term community impacts include: (1) 622 dislocated workers were trained, 64% of these were from the BCC service area; (2) 95 people enrolled in Workfirst (the state's welfare-to-work program); (3) an average of over 700 students per quarter enrolled in the English-as-a-Second-Language program; (4) 500 students enrolled in Weekend College; (5) professional/technical students earn an average of \$8,000 more per year after BCC training; and (6) students who say they intend to transfer but go into the workforce instead exhibit wage gains of between 39 and 50% compared to wages earned prior to their enrollment at BCC. (NB)

ED 456 869

JC 010 595

Kim, Karen A.

Trends and Issues in Transfer. ERIC Digest.

SPOHS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071). Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Academic Persistence; Bachelors Degrees; College Role; *College Transfer Students; Colleges; *Community Colleges; *Degrees (Academic); Educational Administration; Educational Policy; Educational Research; Minority Groups; *Transfer Rates (College); *Transfer Students; Universities

IDENTIFIERS- ERIC Digests

This digest is drawn from "Transfer Students: Trends and Issues," the summer 2001 issue of New Directions for Community Colleges. Although community colleges in the United States have complex academic and vocational goals, the transfer function is of central importance to maintaining access to higher education. Community colleges provide the lower-division coursework for those who may be ineligible for admission to a four-year university or college as well as for those who are eligible but choose community colleges for their low cost and small class size. Research shows that the adjustment process of transfer students is likely to be complex due to the environmental differences between two- and four-year institutions. Transfer students have lower GPAs, higher attrition rates, and are more likely to end up on academic probation than native students. Racial and ethnic minorities may have an even harder time. This paper identifies four ways to improve the transfer process for minority students: (1) establishment of clear communication of transfer policies; (2) development of support programs at senior institutions; (3) assessment of institutional performance; and (4) inclusion of culturally competent staff members that communicate well in cross-cultural situations. The paper concludes that by understanding the issues associated with transfer, community colleges and universities can develop support programs that will facilitate successful transfer and

Anjewierden, and Cris Corser); (4) "Concurrent Enrollment in Arizona: Encouraging Success in High School" (Donald E. Puyear, Linda M. Thor, and Karen L. Mills); (5) "Concurrent Enrollment and More: Elements of a Successful Partnership" (Steven R. Helfgot); (6) "Dual Enrollment in Virginia" (Rhonda K. Catron); (7) "New World School of the Arts: Creativity Across the Curriculum" (Nancy M. Wolcott); (8) "Dual Enrollment for Underrepresented Student Populations" (Esther B. Hugo); (9) "Dual Enrollment Options: Columbus State Community College Model for Successful Implementation" (Tammi C. Jordan); and (10) "Sources and Information: Creating Effective Collaboration Between High Schools and Community Colleges" (Gigi G. Gomez). (EMH)

ED 456 889

JC 010 665

Laanan, Frankie Santos, Ed.

Transfer Students: Trends and Issues. New Directions for Community Colleges, Number 114. The Jossey-Bass Higher and Adult Education Series.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 113p.; Published quarterly. Verso of title page lists "Volume XXX."

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Academic Persistence; *Articulation (Education); College Environment; *College Transfer Students; *Community Colleges; Higher Education; Partnerships in Education; Readiness; *Student Mobility; Student Needs

IDENTIFIERS- *Transfer Shock

The summer 2001 issue of New Directions for Community Colleges evaluates recent research and policy discussions about transfer students and addresses the critical issues facing students moving through the educational pipeline. Chapters include: (1) "Transfer Student Adjustment" (Frankie Santos Laanan); (2) "Institutional Responses to Barriers to the Transfer Process" (Eboni M. Zamanli); (3) "Honors Programs: A Case Study of Transfer Preparation" (Herald R. Kane); (4) "Toward a More Perfect Union: Reflecting on Trends and Issues for Enhancing the Academic Performance of Minority Transfer Students" (Wynetta Y. Lee); (5) "Student Transfer Between Oregon Community Colleges and Oregon University System Institutions" (James C. Arnold); (6) "Studying Transfer Students: Designs and Methodological Challenges" (Carol A. Kozeracki); (7) "Transfer Readiness: A Case Study of Former Santa Monica College Students" (Brenda Johnson-Benson, Peter B. Geltner, and Steven K. Steinberg); (8) "Making the Transition to the Senior Institution" (Latrice E. Eggleston and Frankie Santos Laanan); and (9) "Leadership Perspectives on Preparing Transfer Students" (Phoebe K. Helm and Arthur M. Cohen). (EMH)

ED 456 890

PS 028 204

Sassalos, Melina C.

Discovering Reggio Emilia: Building Connections between Learning and Art.

PUB DATE- 99

NOTE- 23p.; Paper prepared for EDE 705 Project Seminar with Dr. Abigail S. McNamee, Fall 1999.

following areas: (1) student learning, with subsections on curriculum and schooling; (2) opportunity to learn; (3) meaningful involvement; (4) teaching and the profession of teaching; (5) leadership and governance; and (6) facilities. In addition, the workbook requests background information of the respondent. The workbook's four appendices include a list of Review Committee members, a list of public meetings, the proposed outcomes framework, and a statement of purpose and definitions. (KB)

ED 456 907

PS 029 749

Getting to Positive Outcomes for Children in Child Care: A Summary of Two Workshops (Washington, DC, September 27-28, 1999, and February 28-29, 2000).

SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.

PUB DATE- 01

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Benchmarking; *Day Care; *Day Care Effects; Early Childhood Education; Evaluation Criteria; *Measurement Techniques; *Outcomes of Education; Program Evaluation; Public Policy; *Standards; Young Children

IDENTIFIERS- Indicators; Project Head Start

In response to a request from the Child Care Bureau of the Administration for Children and Families, the Board on Children, Youth, and Families convened two workshops in 1999-2000 to review current and emerging efforts to establish performance measures for early childhood programs. At each workshop, experts in child development, child care, early intervention, program evaluation, performance measurement, statistics, and public policy and administration examined lessons from performance measurement initiatives in other policy areas. Participants also considered criteria for developing performance measures for child care. This report highlights key issues and viewpoints that emerged from the workshop discussions. Following an introductory chapter defining child care, performance measures, benchmarks, and indicators, chapter 2 of the report provides an overview of the workshops, summarizing the key issues addressed, the themes that emerged from the discussions, and participants' ideas for next steps. Themes discussed include involving stakeholders, selecting outcomes, working with children with special needs, cultural diversity, and school-age child care. Chapter 3 provides lessons learned from the policy domains of child and maternal health, youth programs, and social services that have implemented performance measures. Chapter 4 provides capsule summaries of selected presentations that detailed experiences with performance measurement and indicators at national and state levels, including Head Start performance standards. The report's two appendices list the workshop agendas and participants. (Contains 27 references.) (KB)

ED 456 908

PS 029 750

Bellw, Dan; Haack, Peggy

Working for Quality Child Care: Good Child Care Jobs Equals Good Care for Children. Trainer's Guide.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.

PUB DATE- 01

between first graders and college students majoring in early childhood education, and the vice president's column on ways to provide guidelines for parents regarding early adolescents. (KB)

ED 456 926

PS 029 769

Kain, Daniel L., Ed.

Focus on Middle School (Ages 11-13): A Quarterly Newsletter for the Education Community, 2000-2001.

PUB DATE- 01

NOTE- 34p.; Published quarterly. For volume 12, see ED 455 914.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Academic Standards; *Assignments; At Risk Persons; Early Adolescents; Educational Environment; *High Risk Students; *Homework; Internet; *Middle School Students; Middle School Teachers; *Middle Schools; Newsletters; Parent School Relationship

IDENTIFIERS- Student Engagement

This document consists of four issues of a quarterly newsletter for educators at the middle school level. Each issue focuses on one major topic, and includes a column by an ACEI Executive Board vice president on varying topics. The Fall 2000 issue focuses on a community-wide collaborative model for service and program delivery for at-risk middle level students. The vice president's column addresses ways to integrate the Internet into the middle level curriculum. The Winter 2000 issue focuses on homework and discusses its benefits, provides a list of do's and don'ts for teachers, presents a planning guide for homework reading assignments, and offers tips for parents. The vice president's column discusses ways to explore science and mathematics at an amusement park. The Spring 2001 issue discusses ways to build a culture of high standards in middle grades. The vice president's column describes a social curriculum to address problems in the cafeteria. The Summer 2001 issue addresses standards, standardization, and student engagement. The vice president's column suggests ways educators can provide communication guidelines for busy parents of early adolescents. (KB)

ED 456 927

PS 029 779

Blum, Barbara B.; Francis, Jennifer Farnsworth

Welfare Research Perspectives: Past, Present, and Future. A View from the Research Forum on Children, Families, and the New Federalism. 2001 Edition.

SPONS. AGENCY- Wisconsin Univ., Madison. Inst. for Research on Poverty.; Annie E. Casey Foundation, Baltimore, MD.; Chase Manhattan Foundations, New York, NY.; Edna McConnell Clark Foundation, New York, NY.; David and Lucille Packard Foundation, Los Altos, CA.

PUB DATE- 01

NOTE- 25p.; For the 2000 edition, see ED 448 887.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Children; *Family (Sociological Unit); *Federal Legislation; Research Methodology; *Research Needs; Research Problems; *Welfare Recipients; *Welfare Reform

IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; Reauthorization Legislation

Research continues to provide valuable information about the

and books, tasting and preparing food, sand and water play, music and movement activities, and outdoor play. Appendices include a self-assessment for caregivers, safety and health checklists, a recommended immunization schedule, and intervention and supplemental resources. (KB)

ED 456 945

RC 022 988

Juneau, Stan

A History and Foundation of American Indian Education Policy.

PUB DATE- 01

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Historical Materials (080), Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *American Indian Education; American Indian History;

Boarding Schools; Community Involvement; Educational History;

*Educational Needs; *Educational Policy; Elementary Secondary

Education; *Federal Indian Relationship; Language Maintenance;

Public Policy; Reservation American Indians; *Self

Determination; Treaties; Tribally Controlled Education

IDENTIFIERS- *Montana; *State Tribal Relationship

The educational system in Montana is not working for its American Indian students. Dropout rates continue to be extremely high, standardized tests scores are mostly below the state benchmark, curriculum and instruction are not oriented toward promoting Indian culture and history, and the local Board of Trustees system still does not promote involvement of tribal governments. This publication presents the history of educating Indian students in Montana in the hope that it will provide insight for the education community to create a more successful model. Six chapters cover the colonization of Indian tribes, the Indian treaty period, the allotment period and loss of Indian land, the federal boarding school era, the tribal reorganization period, and the termination of Indian tribes. A seventh chapter presents three models that may reduce the extremely high dropout rate among Montana's Indian students. These models propose training teachers to understand the history, culture, and contemporary contributions of Montana's Indians and to teach Indian students; using strategies to increase the percentage of Indian teachers; providing a curriculum of Montana Indian history, culture, and contemporary issues to all students; and establishing Indian language immersion schools. Appendices include 21 references and a chronology of important dates in Indian education. (TD)

ED 456 946

RC 023 092

Cunningham, Alisa Federico

Tribal College Contributions to Local Economic Development.

SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.

PUB DATE- 00

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; American Indian Education;

*American Indian Reservations; *College Role; *Colleges;

Culturally Relevant Education; *Economic Development; Economic

Impact; Entrepreneurship; Geographic Isolation; Higher

Education; Labor Force Development; Rural Development; Rural

Education; *Tribally Controlled Education; *Vocational Education

Carol Schmidt. Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *American Indians; *Asian Americans; *Blacks; Cultural Influences; Demography; Dropout Rate; Education Work Relationship; Educational Attainment; *Employment Patterns; Entrepreneurship; Job Satisfaction; *Labor Force; Occupational Surveys; Poverty; *Social Characteristics

IDENTIFIERS- Labor Force Analysis; *Oregon

Labor force issues do not take place in a vacuum. Most individuals base labor force decisions on a multitude of cultural and social factors, such as the environment in which they were reared, family obligations and responsibilities, divorce or the death of a spouse, or because of governmental policies. Sections in this document on demographics, labor force, and business ownership examine information on the social and economic characteristics of Blacks, American Indians, and Asians in Oregon to obtain a better understanding of the relationships of these characteristics to choices made in the workforce. Substantial differences exist among the three groups with respect to educational achievement, marital status, and high school drop-out rates. In turn, the groups exhibit substantial differences in occupational choice, average hourly wage, and unemployment rates. It must also be recognized that Oregon's racial minorities differ with respect to the importance of education, career success, and financial reward. For example, American Indians who choose to stay on a reservation are indicating that their traditional culture and family relationships are more important than a secure job in the city. For these individuals, the challenge is even greater than that of the rest of Oregon's rural population: finding economic opportunities without losing cultural values or ties to family and friends. Profiles of individuals in each group are presented. (Contains 13 references, 11 tables, and 27 graphs.) (TD)

ED 456 964 RC 023 154

Bright Lights: Stories of Success and Excellence from BC Secondary Schools.

PUB DATE- 99

NOTE- 25p.; Some pages printed on colored paper. Photographs may not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Educational Innovation; *Educational Practices; *Experiential Learning; Foreign Countries; Outdoor Education; Profiles; School Activities; Secondary Education; *Secondary Schools; *Vocational Education

IDENTIFIERS- *British Columbia

This document highlights the exciting and creative learning opportunities offered in 16 British Columbia secondary schools. Schools and activities are: Johnston Heights Secondary School (Surrey)--parent-led staff development and multicultural activities to improve intercultural understanding; Centennial Secondary (Coquitlam)--salmon, ecology, and conservation lessons in the school's fish hatchery; Burnaby North Secondary School--largest advanced placement program in Canada and highest level of AP achievement; Quesnel Secondary School--

Abuse Prevention. R.W. Edwards and E.R. Otting served as principal investigators.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- *Community Size; *Drinking; Females; Grade 12; Grade 8; *Illegal Drug Use; Incidence; Males; *Rural Urban Differences; Rural Youth; Secondary Education; *Secondary School Students; Sex Differences; *Smoking; Youth Problems

This paper compares data on the prevalence of alcohol and other drug use by students in grades 8 and 12 across four sizes of communities. Data from the American Drug and Alcohol Survey (ADAS), administered in approximately 250 communities during the 1992-93 and 1993-94 school years, were analyzed for four community sizes: very small (population under 2,500); nonmetropolitan, not adjacent to a metropolitan area; nonmetropolitan, adjacent; and metropolitan (population of 50,000 or more). Community size comparisons are presented for drug use patterns by gender; perceived availability of substances and alcohol; and drug-related problems with law enforcement, money, school, family relationships, and other social relationships. Substances investigated include alcohol, marijuana, stimulants, cocaine, crack, inhalants, legal stimulants, LSD, heroin, and daily use of cigarettes and smokeless tobacco. Results indicate a lower aggregate level of drug use among youth from very small, rural communities, and a higher level of drug-related problems among metropolitan youth. There was little difference in alcohol use among 12th-graders by community size, but alcohol use caused more problems for rural youth than for others. The data clearly illustrate that even the smallest communities were not immune to substance abuse problems. However, variability among communities in the same size category reflects the myriad factors influencing substance use. An appendix lists 34 styles of drug involvement in the ADAS reporting system. (Contains 10 data tables and figures and 14 references.) (SV)

ED 456 982

RC 023 182

Oetting, E. R.; Edwards, R. W.; Kelly, K.; Beauvais, F.
Risk and Protective Factors for Drug Use among Rural American Youth.

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS),
Rockville, MD.

PUB DATE- 97

NOTE- 42p.; In: Rural Substance Abuse: State of Knowledge and Issues. NIDA Research Monograph 168; see RC 023 179. Peer cluster theory and Prevention Planning Model developed at the Tri-Ethnic Center for Prevention Research, Colorado State University, with assistance from NIDA. Based on these theories, the Prevention Planning Survey and The American Drug and Alcohol Survey TM, the instruments used in study were developed with funding from NIDA to Rocky Mountain Behavioral Institute (RMBSI), Inc., Ft. Collins, Co. in the form of small business grants.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescent Attitudes; *Adolescents; Alcohol Abuse; At Risk Persons; Dropouts; *Family Influence; Illegal Drug Use; *Peer Groups; Peer Influence; Personality Traits; Risk; *Rural Youth; Secondary Education; Secondary School Students; *Social Environment; Student School Relationship; *Substance Abuse;

taught over three consecutive years, from year 8 to year 10 in a New South Wales country school. The findings reveal that students who enjoyed their learning experiences in junior science and achieved good results in science were confident in their ability and more likely to enroll in physics. Positive interpersonal; teacher behavior, together with an innovative curriculum, which includes fun and mentally challenging activities, contributed towards shaping positive attitudes to science and science careers. The role of strategic teaching was significant in increasing physics enrollment. Interview questionnaire is appended. (Contains 15 references.) (Author/YDS)

ED 457 002

SE 065 146

Pike, Graham; Selby, David
In the Global Classroom: Book 1.

PUB DATE- 99

NOTE- 255p.; For volume 2, see SE 065 147. Published by Pippin Publishing Corporation. Supported by the Canadian Book Publishing Industry Development Program.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Communication (Thought Transfer); Elementary Secondary Education; Environment; *Global Education; Health; *Learning Processes; *Science Activities; Science Instruction; Self Esteem; Teaching Methods; Technology

IDENTIFIERS- Sustainability

Global education is a relatively new term in the education world. It brings together two strands of educational thinking: worldmindedness and child-centeredness. This document offers strategies for implementing global education into the curriculum by considering its infusion and integration. Activities presented in the book offer ideas and strategies for providing a participatory learning environment in the global classroom and focuses on different goals such as building self-esteem, encouraging students to exchange personal information, and contributing to the learning process. Chapters include: (1) "A Friendly Classroom for a Small Planet"; (2) "Interconnections"; (3) "Environment and Sustainability"; (4) "Health"; (5) "Perceptions, Perspectives and Cross-cultural Encounters"; (6) "Technology"; and (7) "Futures." (YDS)

ED 457 003

SE 065 147

Pike, Graham; Selby, David
In the Global Classroom: Book 2.

PUB DATE- 00

NOTE- 260p.; For Volume 1, see SE 065 146. Published by Pippin Publishing Corporation. Supported by the Canadian Book Publishing Industry Development Program.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizenship; Communication (Thought Transfer); Economics; Elementary Secondary Education; Equal Education; *Global Education; *Learning Processes; Mass Media; *Science Activities; Science Instruction; Self Esteem; Teaching Methods
Global education is a relatively new term in the education world.

*Mathematics Teachers; *Pedagogical Content Knowledge;
 *Preservice Teacher Education
 IDENTIFIERS- *Conference Board of the Mathematical Sciences
 This report is designed to be a resource for mathematics faculty and other parties involved in the education of mathematics teachers. It provides a distillation of current thinking on curriculum and policy issues affecting the mathematical education of teachers with the goal of stimulating efforts on individual campuses to improve programs for prospective teachers. The two general themes of the report include the intellectual substance of school mathematics, and the special nature of mathematical knowledge needed for teaching. In volume 11, part 1 features chapters on general recommendations as well as recommendations for the preparation of elementary, middle, and high school teachers, and recommendations for technology use and application in teacher preparation. Part 2 addresses more extensively the preparation of elementary, middle school, and high school teachers. Also, part 1 is included and stands alone, highlighting recommendations for the preparation of elementary, middle, and high school teachers regarding mathematical education. (NH)

ED 457 031 SE 065 237

Harlan, Wynne
 Primary Science: Taking the Plunge. How To Teach Science More Effectively for Ages 5 to 12. Second Edition.
 PUB DATE- 01
 NOTE- 140p.
 LANGUAGE- English
 EDRS Price- Document Not Available from EDRS.
 PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
 DESCRIPTORS- Elementary Education; Inquiry; Learning Processes; Motivation; Questioning Techniques; *Science Instruction; *Teacher Effectiveness; *Teacher Role
 This book identifies the teacher's role and provides guidance on the motivation of students, teaching strategies, questioning techniques, and the assessment of student learning for effective teaching. Chapters include: (1) "Why Science? What Science?"; (2) "Bringing Children and Science Together"; (3) "The Right Question at the Right Time" (Jos Elstgeest); (4) "Helping Children Raise Questions--and Answering Them" (Sheila Jelly); (5) "Taking Children's Own Ideas Seriously"; (6) "Helping Children to Plan and Interpret Investigations"; (7) "Helping Children to Observe"; (8) "Helping Children to Communicate"; and (9) "Assessing for Learning." (Contains 25 references.) (YDS)

ED 457 032 SE 065 239

Towne, Lisa, Ed.; Shavelson, Richard J., Ed.; Feuer, Michael J., Ed.
 Science, Evidence, and Inference in Education: Report of a Workshop (Washington, DC, March 7-8, 2001).
 SPONS. AGENCY- Department of Education, Washington, DC.
 PUB DATE- 01
 NOTE- 45p.; Produced by the Committee on Scientific Principles in Education Research.
 LANGUAGE- English
 EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
 PUB TYPE- Collected Works - Proceedings (021)

teacher's notes describe the unit's purpose, explain the unit's correlation to history/social science and language arts standards, and suggest teaching strategies. (BT)

ED 457 053

SO 031 494

Fix, Terrance

Mock Tribunal in Action: Mock International Criminal Tribunal for the Former Yugoslavia. 10th Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Area Studies; Cooperative Learning; Foreign Countries; Grade 10; High Schools; Interdisciplinary Approach; *International Crimes; *International Law; Internet; Role Playing; Social Studies; Student Research

IDENTIFIERS- *Croatia; Mock Trials; *Serbia

In this lesson, students role-play as members of the International Criminal Tribunal for the former Yugoslavia that will bring to trial "Persons Responsible for Serious Violations of International Humanitarian Law." Students represent the following groups: International Criminal Tribunal; Prosecution; Defense; Serbians; Croats; Bosnian Muslims; Delegation from the North Atlantic Treaty Organization (NATO) peace mission; International Women's Groups; and European Union. Students research the Yugoslav situation, the interests of their group, and the relationship between the two. The mock trial will include a pre-trial press conference, a pre-trial hearing, the trial, and a post-trial press conference. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the application of history/social science, language arts, and information literacy standards, and suggest teaching strategies. (BB)

ED 457 054

SO 031 495

Milbury, Peter

Nazi Germany through an Examination of the Holocaust. Grade 10 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Standards; Cooperative Learning; Critical Thinking; Curriculum Enrichment; *European History; Foreign Countries; Grade 10; High Schools; Interdisciplinary Approach; Internet; *Nazism; Newspapers; Role Playing; *Simulation; Social Studies; *Student Research

IDENTIFIERS- *Germany; *Holocaust

This lesson plan asks students to be staff members of a classroom

NOTE- 22p.; For related Water in Africa units, see SO 032 890-910.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Area Studies; Benchmarking;

*Cultural Context; Curriculum Enrichment; Descriptive Writing;

Developing Nations; Foreign Countries; Geography; Hydrology;

Interdisciplinary Approach; Intermediate Grades; Junior High

Schools; *Poetry; Social Studies; *Thematic Approach; *Water

IDENTIFIERS- Cape Verde; Mauritania; Morocco; Peace Corps; *Story

Settings; World Wise Schools

The Water in Africa Project was realized over a 2-year period by

a team of Peace Corps volunteers, World Wise Schools (WWS)

classroom teachers, and WWS staff members. As part of an

expanded, detailed design, resources were collected from over

90 volunteers serving in African countries, photos and stories

were prepared, and standards-based learning units were created

for K-12 students. In this unit, intended for use in middle

schools, students will learn from descriptive passages in

stories written by Peace Corps Volunteers in Mauritania,

Morocco, and Cape Verde that illustrate how the ever present

need for water can be felt, seen, and heard in the song, voice,

craft, religion, and ritual of a culture. Students will

organize their findings for each country and then capture this

"sense of water" in a narrative poem as a final assessment. The

unit can be used in language arts or geography classes. Five 45-

minute class periods are suggested. The unit lists materials

needed, outlines applicable standards, poses discussion

questions, and gives student objectives. It details day-by-day

procedures for the teacher and suggests follow-up/enrichment

activities. (BT)

ED 457 078

SO 032 904

Maher, Robert

Water Sources in Cape Verde and West Africa. Water in Africa.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 00

NOTE- 25p.; For related Water in Africa units, see SO 032 890-910.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Benchmarking; Curriculum

Enrichment; Developing Nations; Foreign Countries; Geography;

Hydrology; Interdisciplinary Approach; Intermediate Grades;

*Physical Environment; Simulation; Social Studies; *Student

Research; *Water Resources

IDENTIFIERS- *Africa (West); *Cape Verde; Oral Presentations;

Peace Corps; World Wise Schools

The Water in Africa Project was realized over a 2-year period by

a team of Peace Corps volunteers, World Wise Schools (WWS)

classroom teachers, and WWS staff members. As part of an

expanded, detailed design, resources were collected from over

90 volunteers serving in African countries, photos and stories

were prepared, and standards-based learning units were created

for K-12 students. This unit, intended for students in fourth

to sixth grades, deals mostly with the Cape Verde Islands

(Republic of Cape Verde), 10 islands and 5 islets located off

the coast of West Africa. Students learn about the scarcity and

importance of a continuous supply of fresh water on Cape Verde

and then research five methods of obtaining and conserving

water on Cape Verde. They research five methods of obtaining

Classroom Use - Teaching Guides (For Teacher) (052)
 DESCRIPTORS- *Aggression; *Critical Thinking; High Schools;
 International Relations; Justice; Middle Schools; *Terrorism;
 *Violence; *World Problems
 IDENTIFIERS- Injustice; *September 11th Attacks; Terrorism
 Survivors; Terrorist Tactics
 Terrorism stirs up intense reactions of horror, confusion,
 sadness, fear, and anger. In the coming months, children and
 adults alike will be struggling to find meaning for the
 disaster that befell America on September 11, 2001. This
 curriculum is about the destructive nature of hatred and
 wrongful attribution. The curriculum stresses that many
 students may read help in making refined judgments about who is
 and who is not to blame, about who is an ally, who is a friend,
 and who has earned anger and hostility. The curriculum's
 lessons are designed to help students address these issues and
 to support their exploration of justice and right. The
 curriculum can be used as a follow-on to the many fine programs
 that already exist for addressing trauma and emotional
 distress. It is divided into the following sections: "Preface";
 "Gauging Your Readiness and Preparing To Teach These Lessons";
 "Introduction"; "Lesson 1: What Is Justice? What Is the
 Injustice Here?"; "Lesson 2: Has the Past Been Just?"; "Lesson
 3: How Can You Prevent Injustice?"; "Moving Beyond Blame";
 "Additional Resources"; "Acknowledgments"; and "Handouts"
 (n=6). (Includes 23 endnotes.) (BT)

ED 457 099

SO 032 973

Trinkle, Dennis A., Ed.; Merriman, Scott A., Ed.
 History.edu: Essays on Teaching with Technology.
 PUB DATE- 01
 NOTE- 275p.
 LANGUAGE- English
 EDRS Price- Document Not Available from EDRS.
 PUB TYPE- Books (010); Collected Works - General (020)
 DESCRIPTORS- *Computer Assisted Instruction; *Critical Thinking;
 *Distance Education; Elementary Secondary Education; Higher
 Education; *History Instruction; *Internet; Primary Sources;
 Student Research; Teacher Education; United States History; Use
 Studies; World History
 IDENTIFIERS- Historical Research; Interactive Teaching; Teaching
 Research; Technology Integration
 Intended to be equally useful to high school and college
 instructors, this book contains studies in history pedagogy,
 among them the first three published essays measuring
 qualitatively and quantitatively the successes and failures of
 "e-teaching" and distance learning. Collectively, the essays
 urge instructors to take the next step with computing
 technology, that is, to go beyond the passive modes and to
 create truly interactive instruction. Following an introductory
 essay "Technology and the History Classroom: Where Are We?
 Where Are We Headed?" (D. A. Trinkle), essays in the book are:
 (1) "Academic Historians, Electronic Information Access
 Technologies, and the World Wide Web: A Longitudinal Study of
 Factors Affecting Use and Barriers to That Use" (D. L.
 Andersen); (2) "History Instruction and the Internet: A
 Literature Review" (A. Wynne); (3) "Hypertext 'Papers' on the
 Web: Students Confront the Linear Tradition" (A. Sollis); (4)
 "Linking History with Hypertext: Rethinking the Process" (D.
 Pfeifer); (5) "Reinventing the American History Survey" (L.
 Easley; S. Hoffman); (6) "Computer-Generated Graphics and the
 Demise of the History Textbook" (B. Plane); (7) "Integrating
 Multimedia Technology into an Undergraduate History Curriculum:

is intended to be a resource for parents and educators to use in choosing quality children's literature that exemplifies positive character development. The guide is divided into these sections: "Introduction" ("A Definition of Standards of the Heart"; "Fostering Standards of the Heart in the English/Language Arts Curriculum"; "Planning for Language Arts Instruction"; "Best Practices in Reading and Literature"; "Teaching and Planning for a Reading Task"); "Standards of the Heart: A Bibliography of Literature for Children and Young Adults" ("Introduction"; "Promote Core Values"; "Safe School Environment"; "Family and Community Involvement"; "Address Societal Issues"; "Develop Positive Relationships"; "Engage Students' Minds"; "Set High Expectations"); and "Sample Teaching-Learning Strategies" ("Introduction"; "Teaching-Learning Strategy: Identify Core Values"; "Teaching-Learning Strategy: Explore Value Conflicts"; "Teaching-Learning Strategy: Explore Feelings and Develop Empathy"; "Teaching-Learning Strategy: Examine Cultural Norms"). (Contains 3 appendices: "The Importance of a District Selection Policy"; "Annual List of Children's and Young Adults' Literature: Awards and Distinctions"; and "Resources for Identifying Books for Use in the Classroom.") (BT)

ED 457 119

SO 033 020

Marx, Sherry

How Whiteness Frames the Beliefs of White Female Pre-Service

Teachers Working with English Language Learners of Color.

PUB DATE- 01

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Discourse Analysis; Elementary Secondary Education;

*English (Second Language); Higher Education; Interviews;

Language Usage; Preservice Teacher Education; *Racial Bias;

Second Language Learning; *Student Teachers; *Teacher

Attitudes; *Whites

IDENTIFIERS- Belief Perseverance; *People of Color; Teacher Beliefs Study

This paper reports on a study that attempted to make white female student teachers aware of their racism in order to improve their capacity to teach in a multicultural and antiracist classroom. Despite meaning well, many white student teachers of children of color exhibit racism, for example, in the form of low expectations, resentment, and antipathy toward their students of color. Usually this racism is invisible to the white student teacher. The study, conducted by a teacher educator, uses open interviews, observation, the journals of a group of white female pre-service teachers, and the experience of tutoring an English language learning child of color to qualitatively examine the ways in which white racism and whiteness influence participant beliefs about English language learning children of color. A group of nine white females from a second language acquisition class at a large university volunteered to participate and were interviewed about race, whiteness, and white racism. Findings revealed that all participants were influenced by whiteness and white racism in many ways, some of which proved to be detrimental to the children they tutored. Yet all participants described themselves as nonracist and non-prejudiced. The second part of

reading the book. Mentors can use the results of the questionnaire to individualize the mentoring process to best meet their needs. After completing the book, mentors can use a follow-up questionnaire to identify growth. The book's six chapters are: (1) "Defining the Mentoring Relationship"; (2) "The Heart of Mentoring: Trust and Open Communication"; (3) "Addressing the Needs of the Mentee"; (4) "The Mentor's Lens"; (5) "Data-Gathering Techniques and Tools"; and (6) "Evaluation." The appendixes provide mentoring projects and role plays. (Contains 78 references.) (SH)

ED 457 138

SP 040 215

Guffy, Ted; Ford, Mary Beth; Burk, Jill; Mann, George
School/University Collaborative Research: Teachers as Researchers.
PUB DATE- 80

NOTE- 6p.; Paper presented at the Annual Meeting of the National
Council of States (21st, Miami Beach, FL, November 17-21, 2000).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Action Research; College Faculty; *College School
Cooperation; Elementary Secondary Education; Higher Education;
*Partnerships in Education; Preservice Teacher Education;
Public Schools; *Teacher Collaboration; *Teacher Researchers
IDENTIFIERS- *Collaborative Research; West Texas A and M
University

This conference session proposal describes a project designed to assist a group of teacher researchers from the Amarillo, Texas Independent School District. The project was led by West Texas A&M University personnel. It was structured to improve educational policies and practices by designing and conducting research in school settings. A cadre of teachers was trained to use appropriate statistical techniques to analyze data, with mentoring support provided by the University personnel. Researchers identified problems they wished to study from a menu of problems identified by the school district administrators and teachers, then developed action research projects on such topics as the impact of leadership effectiveness on student achievement, the impact of service-learning programs, and the effects of Head Start home-based programs on achievement. During the spring semester, the school district provided 2 days of release time for each participant to gather data. The teacher researchers were paid to present their findings to other school personnel. They also received resources to present their findings at conferences of learned societies. The project developed systematic procedures for integrating participants' research findings into school district decision making processes. (SH)

ED 457 139

SP 040 216

Skowron, Janice
Powerful Lesson Planning Models: The Art of 1,000 Decisions. The
Mindful School. K-College.

PUB DATE- 01

NOTE- 183p.; Foreword by Charlotte Danielson.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

elementary teacher mentors at two Professional Development School (PDS) sites. The focus group sessions emphasized four themes: teachers' decisions to get involved in a PDS, teachers' perceived barriers to PDS success, how teachers benefit from PDSs, and recommendations for improvement. Teachers decided to become involved in the PDS for such reasons as: needing help, being mandated by the principal, and believing that children would benefit from the effort. Participants listed many benefits for students, teachers, preservice teachers, parents, and principals, including: lower teacher-student ratios, a positive approach to working out problems, and sharing the needs of students. Respondents named several barriers that inhibited collaboration and inquiry, including: lack of information about the extensiveness of the projects, time factors, and student teachers' skill levels. Some of their recommendations included: remind new mentor teachers of goals for the student teachers, have student teachers participate in lunchroom and playground duties, and describe boundaries to student teachers. Teachers stated that the PDS had met their expectations and they looked forward to participating again. Student teachers also made positive comments about their PDS experiences. (Contains 21 references.) (SH)

ED 457 159

SP 040 263

Jyrhama, Riitta

What Are the "Right" Questions and the "Right" Answers in Teaching Practice Supervision?

PUB DATE- 01

NOTE- 19p.; Paper presented at the Annual Meeting of the International Study Association on Teachers and Teaching (Faro, Portugal, September 21-25, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Feedback; Foreign Countries; Higher Education; Preservice Teacher Education; *Questioning Techniques; *Reflective Teaching; Student Teacher Supervisors; *Teacher Supervision; Teaching Methods

IDENTIFIERS- Finland; *Reflective Thinking

This paper links the problem of questioning and answering in student teacher supervision with teachers' pedagogical thinking. The first section discusses whether asking the right questions or giving the right answers is more important and what is actually involved when the questions and answers are correct. The second section discusses the difference between professional development that follows a set pattern and professional development that promotes reflective thinking. The third section examines direct versus indirect supervision. The fourth section considers whether supervisor advice is actually useful, providing data from research on the advice and guidelines given to Finnish student teachers by their supervisors. The data showed that student teachers asked for, and supervisors gave, advice and guidelines. About 60 percent of the students considered the advice practical, and a small percentage of the students considered it useless. The fifth section concludes that the right questions are "why" questions, which make students justify their actions and which direct students' attention to relevant points regarding successful teaching. The right answers are the guidelines that supervisors give students to help them progress, following a careful evaluation of a situation. (Contains 47 references.) (SH)

PUB DATE- 01

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -
Research/Technical (143), Test, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- Academic Achievement; Administrator Attitudes;
*Administrators; *Educational Quality; Elementary Secondary
Education; Satisfaction; School Districts; *School Personnel;
*Surveys; *Teacher Attitudes

IDENTIFIERS- *Wake County Public School System NC
Evaluation and Research staff of the Wake County Public School
System (WCPSS), North Carolina, have conducted spring surveys
of school staff since 1992. These surveys provide important
information about staff perceptions of individual schools, the
system overall, and specific programs and initiatives. School
administrators and professionals, including teachers,
counselors, media specialists, nurses, and social workers, have
participated in these surveys. In April 2000, 276 administrator
surveys and 6,500 professional surveys were distributed; 85% of
administrative staff and 78% of professional staff returned the
surveys, a slightly lower response rate than in the 1998
administration. Responses of administrators and professional
staff tended to be more positive than or as positive in 1998.
The most positive changes were in the areas of school building
facilities, instructional supplies, school-level collaborative
planning, high expectations of students, academic excellence,
and character education. The negative changes were small and
were in the area of central office communication. The overall
satisfaction rate was high, with over 80% of both groups
agreeing or strongly agreeing that their schools were safe,
with an orderly and purposeful climate that promoted learning
and that the school district was of high quality. The two
surveys and tables of responses are attached. (SLD)

ED 457 178

TM 033 268

Penta, Mary G.

Comparing Student Performance at Program Magnet, Year-Round
Magnet, and Non-Magnet Elementary Schools. Eye on Evaluation.
EAR Report.

PUB DATE- 01

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -
Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Accountability; Elementary
Education; *Magnet Schools; Nontraditional Education; *School
Choices; State Programs; Test Results

IDENTIFIERS- *Wake County Public School System NC
This evaluation provides an overview of demographic
characteristics and student achievement outcomes among Wake
County Public School System (WCPSS) elementary schools when
these schools are categorized as schools of choice (program
magnets and calendar magnets) or traditional schools
(nonmagnets). Data were drawn from school-level outcomes
reported in the "2000-2001 Wake County School Profiles."
Central to the study is the conclusion that there are no
significant differences in schools' ABCs Performance Composites
(composites from the state's ABCs accountability program) when
they are statistically adjusted to equalize differences in race
and socioeconomic status. Through the WCPSS magnet program,

IDENTIFIERS- Reform Efforts; *SouthEastern Regional Vision for Education

SouthEastern Regional Vision for Education (SERVE) is one of the federally funded regional educational laboratories. This annual publication captures and shares the experiences of SERVE school districts that have volunteered to share their efforts at assessment reform. This issue contains the following articles: (1) "Classroom Assessment: A Driving Force To Improve Learning. SERVE's Perspective" (Nancy McMunn); (2) "Encouraging Discussions about Classroom Assessment at the School Level. A North Carolina Department of Public Instruction Initiative. The State Perspective" (Jeanne Joyner and Jan Williamson); (3) "Building Teacher Assessment Capacity: One District's Story, Marks, Mississippi. The District Perspective" (Linda Brooks); (4) "Alcorn School District: Lessons Learned about Improving Assessment Capacity" (Tim Cannon and Sandy Gibson); (5) "Spotlight on Assessment in Early Childhood" (Glyn Brown); (6) "A Creative Movement/Mathematics Project at Bugs Elementary School" (Mary G. Penta and Joan Certs-Moore); (7) "The Senior Project Experience at Polk County High School, North Carolina: A School-Level Assessment Project To Improve Learning. A High School Perspective" (Buck Preston); and (8) "A Practical Classroom Assessment Course for Higher Education: Developing a Performance-Based Course on Assessment for Use in Higher Education. An Institution of Higher Education Perspective" (Susan Butler and Nancy McMunn). Included with this publication is a booklet, "A Self-Diagnostic Growth Plan for Classroom Assessment Fall 2000 Draft" by Nancy McMunn. (SLD)

ED 457 195

TM 033 296

Kendall, John B.

A Technical Guide for Revising or Developing Standards and Benchmarks.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Benchmarking; Educational Quality; Elementary Secondary Education; *School Districts; *Standards

IDENTIFIERS- Standard Setting

This guide describes a process that can be used or adapted by school districts to evaluate standards and guide practitioners in developing locally appropriate benchmarks. The guide is not a training manual that provides a step-by-step guide for undertaking this effort with a group of educators; instead, it suggests an approach and rationale for a review of standards and addresses techniques that might be used when part of the process is adapted for group work at the district level. A content standard is a summary description regarding what it is that students should know and be able to do within a particular discipline. A benchmark is a clear, specific description of knowledge or skill students should acquire by a particular point in their schooling. Performance standards specify how good is "good enough." The guide discusses all of these ways of measuring performance in the following chapters: (1) "Introduction"; (2) "Definition of Terms"; (3) "Review Purpose and Criteria"; (4) "Reference and Comparison Documents"; (5)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Educational Policy; Foreign
Countries; Institutional Characteristics; *Postsecondary
Education; *Research; *Resource Allocation; Vocational
Education; *Vocational Schools
IDENTIFIERS- *Norway

This article analyzes the increasing emphasis on research in the non-university higher education sector in Norway as an important faculty task in addition to teaching. This development provides an interesting example of the tensions and dilemmas that may emerge when institutions and individual staff members try to imitate the research profile of the universities. A central dimension is the tension between traditional professional and vocational norms for education and research and development work and academic ideals. A survey about research in the nonuniversity higher education sector was completed by 2,272 faculty members with the rank of college lecturer at state colleges. Their responses resulted in the identification of eight policy dilemmas faced by these colleges in their allocation of resources: (1) allocation of resources to research and development (R&D) or teaching; (2) distribution of R&D resources with regard to quality criteria versus needs for developing research skills; (3) distribution of R&D resources for institutional versus individual rights and obligations; (4) research-based teaching versus the dissemination of advanced knowledge; (5) staff recruitment; (6) the distribution of R&D resources in terms of specialization versus breadth; (7) vocational and regionally oriented R&D versus discipline oriented research; and (8) institutional control of R&D versus the staff's own preferences. (Contains 21 references.) (SLD)

ED 456 716 HE 034 273

Van Puymbroeck, Christina M.
The Mentoring Web: A Model To Increase Retention of Lesbian, Gay,
and Bisexual Undergraduates.

PUB DATE- 01

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Academic Persistence; *Bisexuality; Career
Development; *College Students; Focus Groups; Higher Education;
*Homosexuality; *Mentors; *School Holding Power
Lesbian, gay, and bisexual (LGB) undergraduates are a population
at-risk of noncompletion of their degrees, but they are almost
entirely overlooked in the career-development literature. The
Mentoring Web model described in this paper uses resources
within the LGB community at a large Southwestern university to
provide one-on-one mentoring, focus groups for support and
psychoeducation, and a network of resources to support career
development and life planning with undergraduates. This
combination of services works toward the ultimate goal of
degree completion for LGB undergraduate students. (Contains 29
references.) (Author/SLD)

ED 456 717 HE 034 274

Sedlacek, William E.

283-333.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; *Communications; Comparative Analysis; Higher Education; *Information Technology; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Communications Technology at 23 public and 24 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$66,334 for 147 faculty in public institutions was approximately 17% higher than the average salary for all faculty in all major fields. The average salary increase was 6.5% per year for public institutions and 2.7% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 736

HE 034 296

Howe, Richard D.

Salary-Trend Study of Faculty in Computer and Information Sciences for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of computer and information sciences faculty for 1996-97 and 1999-2000, see ED 442 374. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Computer Science; Higher Education; *Information Science; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Computer and Information Sciences at 255 public and 271 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix

Salary-Trend Study of Faculty in Home Economics, General for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of home economics, general faculty for 1996-97 and 1999-2000, see ED 442 392. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; *Home Economics Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Home Economics, General, faculty at 101 public and 34 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$52,276 for 1,067 faculty in public institutions was approximately 8.5% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 17% lower than that for all faculty. The average salary increase was 0.9% per year above the cost-of-living for public institutions and 0.6% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 755

HE 034 315

Howe, Richard D.

Salary-Trend Study of Faculty in Library Science for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of library science faculty for 1996-97 and 1999-2000, see ED 442 393. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Library Science; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Social Work; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Social Work faculty at 155 public and 126 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$53,008 for 1,157 faculty in public institutions was approximately 1.3% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 14.5% lower than that for all faculty. The average salary increase was 0.8% per year above the cost-of-living for public institutions and 1.2% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 773

HE 034 333

Howe, Richard D.
Salary-Trend Study of Faculty in Sociology for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of sociology faculty for 1996-97 and 1999-2000, see ED 442 411. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Sociology; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Sociology faculty at 253 public and 279 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study

era, it will be more important to share information about their development and operation. After a preface and an introduction, the five articles are: (1) "A Study of Students from Academic Programs in British Columbia's Community Colleges" (John D. Dennison, Glen Forrester, and Gordon Jones, 1982); (2) "Goals of Community Colleges in Canada: A 1987 Perspective" (John D. Dennison and John S. Levin, 1988); (3) "Freshman Attrition in a College of Applied Arts and Technology in Ontario" (Peter H. J. Dietsche, 1990); (4) "Innovation and Entrepreneurship in Colleges: An Interpretive Study of the Piloting of Innovation Centres" (Carol L. McWilliam, 1990); and (5) "Arrangements for Coordination between University and College Sectors in Canadian Provinces" (Michael L. Skolnik and Glen A. Jones, 1993). (Individual article contains references.) (SLD)

ED 456 793

HE 034 494

Gregor, Alexander D., Ed.

Graduate Education in Canada. CHERD/CSSHE Reader Series Number 2.

PUB DATE- 97

NOTE- 174p.; All papers offer a French version of the author abstract. For other documents in the series, see HE 034 493-497.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Case Studies; Doctoral Degrees; Foreign Countries; Graduate Students; *Graduate Study; Higher Education; Masters Degrees; Program Administration; *Supervision; Supervisors; *Supervisory Methods; *Time to Degree

IDENTIFIERS- *Canada

This publication is part of a series that reprints articles on a range of thematic issues published in the "Canadian Journal of Higher Education." This collection focuses on graduate education in Canada. After a preface and an introduction, the five articles are: "Graduate Student Supervision Policies and Procedures: A Case Study of Issues and Factors Affecting Graduate Study" (XXV:3, 1995) (Janet G. Donald, Alenoush Saroyan, and D. Brian Dennison); "Organization and Administration of Graduate Studies in Canadian Universities" (XXIV:1, 1994) (Edward A. Holdaway); "Supervision of Graduate Students" (XXV:3, 1995) (Edward A. Holdaway, Claude Dubois, and Ian Winchester); "Predictors of Time to Completion of Graduate Degrees" (XXIV:2, 1994) (Peter M. Sheridan and Sandra W. Pike); and "The Ph.D. Dilemma in Canada Revisited" (VIII:2, 1978) (Max von Zur-Muehlen). (Individual articles contain references.) (SM)

ED 456 794

HE 034 495

Clifton, Rodney A., Ed.; Roberts, Lance W., Ed.; Perry, Raymond P., Ed.

Gender Equity in Canadian Postsecondary Educational Institutions.

CHERD/CSSHE Reader Series Number 3.

PUB DATE- 98

NOTE- 106p.; All papers offer a French version of the author abstract. For other documents in the series, see HE 034 493-497.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020), Journal Articles (080)

DESCRIPTORS- College Faculty; *Equal Education; Equal Opportunities (Jobs); *Females; Foreign Countries; Higher Education; *Sex Discrimination; *Sex Fairness; *Teacher Salaries; *Women Faculty

IDENTIFIERS- *Canada

This publication is part of a series that reprints articles on a

This study examined the relationship between the learning style profile of students enrolled in the service module courses offered by the Computer Science department at Calvin College (Michigan) and their general attitudes toward computers. Data were gathered using the VARK (Visual, Aural, Read/write, and Kinesthetic) learning style inventory and the General Attitudes Toward Computers questionnaire. Results are reported for each of the following research questions: (1) What is the learning style profile of students who enrolled in service module courses? (2) How do students who enrolled in service module courses feel about computers? (3) What is the relationship between learning styles and attitudes toward computers? and (4) What is the relationship between selected academic (year in school, major) and demographic (age, gender) variables and attitudes toward computers? Recommendations for future studies are included. (Contains 30 references.) (MES)

ED 456 814

IR 020 849

Smith, Peter, Ed.

Proceedings of the 2001 ASCUE Summer Conference (34th, North Myrtle Beach, South Carolina, June 10-14, 2001).

PUB DATE- 01

NOTE- 269p.; For the 2000 proceedings, see ED 443 385.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; Computer Networks; Computer System Design; *Computer Uses in Education; Curriculum Development; Distance Education; Educational Development; Educational Media; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Information Technology; Instructional Materials; Internet; *Technology Integration; World Wide Web

This 2001 Association of Small Computer Users in Education (ASCUE) conference proceedings briefly describes ASCUE and its listserv, lists the 2000-2001 ASCUE Board Members, and provides abstracts of the pre-conference workshops. The conference papers and abstracts of papers that follow include: "Microsoft Project 2000--Keeping Projects on Time and within Reasonable Budget"; "Add Streaming Media for the Web to Your Technological Toolkit"; "Distance Education for Technology Related Courses"; "Personal Knowledge Management: Framework for Integration and Partnerships"; "Distance Education, E-Core and Faculty-Instructional Design Collaboration"; "MOUS Certification Solutions"; "SAM 2000 Skills Assessment Manager"; "Faculty Support in a 'Time of Inconvenience'"; "Implementing a Campus-Wide Event Scheduling System"; "E-Mail: Just What Sort of Communication IS This?"; "Fast Track Network Certifications and Competition from Non-Traditional Educational Institutions"; "Preparing Tomorrow's Teachers To Use Technology"; "Web Abroad: Sharing the Learning, Staying in Touch"; "Online Learning at Mercer with WebCT"; "Distance Education for Printing Employee Training: A Model for Certificate Based Education"; "Multi-Tier Online Interventions: Forging Partnerships with a Virtual Business Training Center"; "Developing and Deploying Intelligent Agents in Education"; "A Web-Based Testing System for Introductory Mathematics Courses II"; "Using Microsoft Terminal Server To Support Mathematics Courses"; "Developing and Maintaining an On-Line Catalog as a Cohesive, Integral Part of your .edu Web Site"; "Becoming a Cisco Networking Academy"; "Breaking Away from the Desktop: Applications that Synchronize Pocket PCs and Campus Database Systems"; "Tailoring ASP

DESCRIPTORS- Elementary Secondary Education; *Media Specialists; *Mentors; Professional Development; Program Administration; Program Development; Program Effectiveness; Program Improvement; School Libraries; Teaching Models

The purpose of this study was to develop a model of a mentoring program for first year media specialists by exploring existing examples. Qualitative methods were employed in conducting this research. A document review was undertaken to establish accepted mentoring program guidelines. Semi-structured interviews were conducted with coordinators of media programs in three large school systems to define the programs they have in place. A survey of first year media specialists who participated in the mentoring programs of the three school systems studied was distributed to find out if the missions of the mentoring programs were successfully fulfilled and to see if they had any suggestions for improvement. The data were analyzed using the computer software SPSS (Statistical Package for the Social Sciences). The majority of first year media specialists agreed that the mentoring program they participated in was a valuable experience that helped them through their initial year. Selecting appropriate mentors who would unselfishly share their time from a pool of experienced school media specialists was vital to the success of the program and the assimilation of the "mentee" into the profession and the community. Those who did not agree that their mentor gave them the support they needed rarely or never communicated with their mentor. Possible problems could be overcome by communicating expectations of both mentors and "mentees" in an orientation session. Of the 22 surveys returned, 11 respondents agreed that they would have called on their mentor for assistance more often if they knew that the mentor was being paid to help them. Administrators of mentoring programs should consider some means of recompense, particularly if meetings are held beyond regular school hours. Stipends and/or staff development credit could be awarded. As a result of this study, a model for a mentoring program for first year media specialists is offered. Appendices include survey forms, sample transcript from interview with county coordinators, and comments written on the survey. (Contains 24 references.) (Author/REF)

ED 456 833

IR 020 979

COPPA (Children's Online Privacy Protection Act): The First Year--
A Survey of Sites. A Report on Web Site Compliance.

PUB DATE- 01

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Advertising; Child Health; *Child Safety; Children;

Compliance (Legal); *Internet; Marketing; Online Systems;

*Privacy; *World Wide Web

IDENTIFIERS- *Childrens Online Privacy Protection Act 1998; Web Sites

The Children's Online Privacy Protection Act (COPPA) went into effect on April 21, 2000. The first Federal online privacy law, COPPA regulates the collection, use, and disclosure by commercial Web sites and online services of personally identifiable information from children under age 13. To mark the first anniversary of COPPA's implementation, a quantitative systematic evaluation was conducted of 153 commercial Web sites directed at children under age 13 to determine if they were complying properly with the letter and spirit of COPPA and following the guidelines outlined in the Federal Trade

with tactile map collections, producers and distributors of braille and large-print reading materials and assistive devices for reading, and Web sites with links to online resources. The last section lists state agencies that administer public programs in special education and rehabilitation services. (AEF)

ED 456 851

IR 058 303

Hayes, Charles
Curriculum Design/Instruction in Library Research Skills.

PUB DATE- 01

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Community Colleges; *Curriculum Design; Curriculum Development; Information Literacy; Information Skills; Instructional Design; Instructional Development; *Library Skills; *Student Research; *Two Year College Students; Two Year Colleges

The purpose of this curriculum design is to teach college students library research skills. The gap in the existing condition is that students entering college for the first year are unable to do a college level research paper because they lack the necessary library research skills. This is the existing condition. To train students to improve their library research skills will result in the expected condition. This in turn will bridge the gap between the existing and the desired conditions. The target audience consists of community college students and adult learners. The methodology is to examine the data gathered from interviews and questionnaires to determine the gap between the students' existing knowledge of library research skills and the existing library research skills offered at college. Participants consist of freshman college students and adult learners, ages 18 to 60. The teaching faculty and librarians are also involved in a teaching and instructional consulting capacity. Results from analysis of the questionnaires indicate that there are four areas of research that are used in most libraries: card catalog, reference area, computers, and periodicals. It appears that students have more success with accessing materials from the card catalog and the computer. It is recommended that a curriculum design be developed to train students to be proficient in library research skills in all areas of the library. The Curriculum Design Plan is outlined, with instructional components, activities and the lesson plan. (AEF)

ED 456 852

IR 058 305

Lance, Keith Curry; Rodney, Marcia J.; Steffen, Nicole
Statistics & Input-Output Measures for School Library Media Centers in Colorado, 2000.

PUB DATE- 01

NOTE- 542p.; Cover is on colored paper. For the 1999 version, see ED 453 834.

LANGUAGE- English

EDRS Price- MF02/PC22 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Elementary Secondary Education; Information Services; *Learning Resources Centers; Library Administration;

persistence to the baccalaureate degree. (NB)

ED 456 870

JC 010 596

Daniel C. Levy

Framing the Problem: How a Changing Latin American Higher Education Opens the Door for Community Colleges.

PUB DATE- 00

NOTE- 13p.; Paper presented at the Seminar on New Options for Higher Education in Latin America: Lessons from the Community Colleges Experience. (Cambridge, MA, September 4-8, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Community Colleges; Differences; Economic Factors; *Educational Change; Foreign Countries; Higher Education; Institutional Characteristics; Institutional Role; *Latin American Culture; Laws; Political Influences; Politics; Private Colleges; *Two Year Colleges

IDENTIFIERS- *Latin America

This paper asserts that initiatives to promote community colleges in Latin America should be linked with assessments of Latin American higher education overall. What are the higher education norms and practices that have largely excluded such colleges? And what changing reality opens doors for them? This paper highlights the concept of differentiation, and it explores the institutional and functional differences that have emerged and those that have been stifled in Latin American higher education. Community colleges would represent a radical but logical extension of differentiation. This paper: (1) sketches a general overview of the performance of Latin American higher education; (2) analyzes differentiation by indicating how differentiation is crucial to positive and negative performance and how public policy has often hindered appropriate differentiation; (3) applies the analysis of differentiation to two-year institutions; and (4) explores how changes in Latin American higher education and its environment create conditions conducive to community college development. The paper contends that, in general, the state and public schools in the Latin American higher educational system offer less differentiation than what is needed and that the growing participation of business in concert with government for purposes of community college development is a positive influence. (NB)

ED 456 871

JC 010 598

Board of Trustees of Connecticut Community-Technical Colleges, 2000-2001.

PUB DATE- 01

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; *Ancillary School Services; *Community Colleges; Educational Facilities; Information Systems; Information Technology; *Institutional Role; Labor Relations; Mission Statements; *Organizational Objectives; Program Descriptions

IDENTIFIERS- *Connecticut

The statutory responsibilities of the community colleges, as

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Art Education; *Early Childhood Education; Foreign

Countries; Program Descriptions; *Reggio Emilia Approach;

Student Centered Curriculum; Student Projects

IDENTIFIERS- Italy (Reggio Emilia)

Noting that the approach to early childhood education in the schools of Reggio Emilia, Italy incorporates art as a learning tool, this paper describes the Reggio Emilia approach and discusses ways for American educators to apply the philosophies of the Reggio Emilia schools. The paper describes the founding of the schools in Reggio Emilia, by Loris Malaguzzi, and summarizes the basis for the approach. Art is described as the gateway to all learning processes; the use of art materials in the Reggio Emilia schools is also detailed. The following elements are then described as important to the success of the approach: (1) emphasis on project work; (2) importance of classroom environment; (3) importance of art as serious work; (4) providing a variety of materials; (5) philosophy of creativity; (6) the adult-child relationship; (7) teacher/staff support systems; and (8) evidence of learning through art. The paper next describes the integration of the Reggio Emilia approach to incorporate each of the above elements in an art program for kindergarten through fifth grade in a public school in the Bronx, New York. The paper concludes by noting that there are many ideas that may be taken from the schools of Reggio Emilia. (Contains 16 references.) (KB)

ED 456 891

PS 028 287

Chinyenze-Daniel, Mary; McIvor, Chris; Honeyman, Astrid
"Do Not Look Down on Us": Children's Voices from Informal
Settlements in Zimbabwe.

PUB DATE- 99

NOTE- 173p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Child Advocacy; *Child Health; Child Welfare;
Childhood Needs; *Children; Economically Disadvantaged; *Family
Environment; Foreign Countries; Health Conditions; Homeless
People; *Land Settlement; *Living Standards; Refugees

IDENTIFIERS- Childrens Drawings; Save the Children Fund;

*Squatter Settlements; *Zimbabwe

This book reports on a collaborative research project to evaluate the conditions in Porta Farm, an informal settlement in Zimbabwe. Of particular interest to researchers was determining how children felt about their status, what they faced in their daily lives, where they came from, as well as what their future aspirations were and what interventions could be attempted to assist. The first chapter of the book provides an executive summary. Chapter 2 presents a background to the issues surrounding informal urban settlements in Zimbabwe, and explores some of the factors behind their expansion in the country. Chapter 3 contains a more detailed history of the research project itself, how it was done, what difficulties were encountered, the lessons learned, and the benefits that children derived from their participation. Chapter 4 details the research findings, and presents through drawings, quotes, interviews, and case studies the main issues faced by children raised in these communities. Main findings are presented under

NOTE- 68p.; For the curriculum guide, see ED 453 938.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Child Advocacy; *Child Caregivers; *Compensation (Remuneration); *Day Care; Decision Making; Early Childhood Education; Employment Practices; Family Day Care; Interprofessional Relationship; Labor Relations; Labor Turnover; Leadership Responsibility; Organizational Climate; Parent Caregiver Relationship; *Professional Development; Standards; *Work Environment

IDENTIFIERS- *Caregiver Training; *Day Care Quality

Noting that the education and training of most early childhood practitioners lack information on child care as an adult work environment, this guide is designed to assist trainers in providing practitioners information about working with the array of adults they encounter on the job, the serious challenges and instabilities in the field, and the importance of advocacy in the field. The guide is designed to be used in conjunction with the book "Working for Quality Child Care" in order to help trainers support and guide both students during their early childhood training and practitioners on the job site. The guide's introduction provides suggestions for trainers, information on setting ground rules or agreements, and on the importance of providing opportunities for participants to share stories and pose questions for discussion. The chapters are: (1) "Working in Child Care Today"; (2) "Working Relationships in Child Care Programs"; (3) "Your Child Care Work Environment"; and (4) "Leadership and Professional Growth: In Your Workplace and Beyond." Each chapter lists goals for students, additional activities, and references and further readings. The guide's six appendices include suggestions for using these activities in college courses, a sample of materials used in community-based training and advocacy efforts, a worksheet for calculating a fair wage for family child care providers, and one for preparing a full cost of care invoice for center-based care. (KB)

ED 456 909

PS 029 752

Report to the President on School-Based Outreach for Children's Health Insurance.

PUB DATE- 00

NOTE- 77p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Cooperation; *Child Health; *Children; Elementary Secondary Education; Federal Government; Government Role; *Health Insurance; Models; *Outreach Programs; Program Descriptions; Program Evaluation; *School Role; State Government

IDENTIFIERS- Barriers to Implementation; Barriers to Information; Children's Health Insurance Program; Medicaid

At the request of U.S. President Clinton, the Secretary of Health and Human Services, in collaboration with the Secretaries of Agriculture and of Education, examined the issue and developed specific recommendations to encourage and integrate outreach and enrollment for Medicaid and the State Children's Health Insurance Program (SCHIP) within school settings. A cross-departmental workgroup gathered information about school-based

effects of welfare changes on families receiving public assistance. This working paper is the third in a series of three examining what has been learned since the enactment of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996. Following an introduction outlining the goals and outcomes of PRWORA, the paper delineates questions salient to the reauthorization of the act related to state spending/supplantation, caseload dynamics, employment, income, family composition/formation, special populations, amelioration of negative effects through interventions, and effects of a serious recession. The paper further presents highlights of research findings from the 1970s to 2000 pertinent to PRWORA objectives and identifies key areas remaining to be addressed. The research methodology issues requiring action are described, including utilizing existing technological resources, implementing interventions effectively, disseminating findings, synthesizing findings, examining specific populations, promoting the development of new controlled experiments, and including input from grassroots organizations and advocates. The paper concludes by noting that the past 5 years have witnessed cataclysmic changes in social welfare programs providing cash assistance. Further, the paper asserts that states and localities: (1) need to be encouraged to support the working poor by enhancing income with benefits; (2) need to mainstream vulnerable individuals into a range of services traditionally not receptive to low-income populations; and (3) address children's needs. The paper's appendix lists reviewed and unreviewed projects in the Research Forum Database, with publication contact information. (KB)

ED 456 928

PS 029 781

Division of Early Development Annual Report, Fiscal Year 2000.

PUB DATE- 00

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Homeless People; Integrated Services; Intervention; Preschool Children; *Preschool Education; Program Descriptions; *Program Effectiveness; *State Programs

IDENTIFIERS- *Alaska; Alaska Childrens Trust; AmeriCorps; Day Care Licensing; Even Start; Nutrition Services; Program Characteristics; Project Head Start; Subsidized Child Care Services

This annual report is the first to detail the services and achievements of Alaska's Division of Early Development. The report begins with a letter from the state's Department of Education Commissioner and a description of the Division, formed in 1999 to strengthen the ring of services for young children and their families in Alaska. The remainder of the report is comprised of descriptions of the background, services, challenges, accomplishments, and future goal of the following programs: (1) Head Start; (2) Even Start; (3) child care assistance; (4) child care licensing; (5) child nutrition and USDA commodity programs; (6) education for homeless children and youth; (7) AmeriCorps; and (8) the Alaska Children's Trust. (KB)

ED 456 929

PS 029 782

Head Start: A Comprehensive Child Development Program for

This report describes some economic development efforts of the 32 tribal colleges and universities in the United States and Canada. Although the data needed for a comprehensive analysis of the economic impact of tribal colleges are not available, the report argues that the colleges affect local community development on many levels. Specific data from national sources, as well as examples from the tribal colleges and the reservations on which they are located, are used to illustrate these effects. In the first section, background is provided on the economic circumstances of American Indian reservations and the potential for postsecondary institutions to help. The second section looks at the impacts of tribal colleges in particular, including both direct economic effects such as expenditures, and long-term effects such as the development of increased skill levels and employment in the local workforce, encouragement of small business and entrepreneurship, and improvement of land use and agricultural activities. Because the colleges are at different stages of growth and exist in distinct economic landscapes, the range of their contributions to local development vary widely. Nevertheless, the tribal colleges are vital components of the process of building a foundation for future growth on Indian reservations and are strongly contributing to the economies of this nation's most disadvantaged areas. (Contains 94 references.) (TD)

ED 456 947

RC 023 093

Cunningham, Alisa Federico; Redd, Kenneth E.
Creating Role Models for Change: A Survey of Tribal College Graduates.

SPONS. AGENCY- Administration for Native Americans (DHMS/OHDS), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.; Kellogg Foundation, Battle Creek, MI.

PUB DATE- 00

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *American Indian Education; *College Graduates;

*Education Work Relationship; Educational Attainment;

Employment Patterns; *Graduate Surveys; Higher Education;

Income; Individual Characteristics; Nontraditional Students;

*Outcomes of Education; Reservation American Indians;

Satisfaction; School Effectiveness; School Holding Power;

*Trially Controlled Education

A survey of 242 graduates from 17 tribal colleges explored the effectiveness of tribal colleges. After a brief description of survey methodology, this report describes demographics and enrollment characteristics of the respondents, all of whom graduated in spring 1998, and compares them to similar data on tribal college students in general. Next, the report presents the current activities of tribal college graduates, including employment patterns, median salaries, and the percentage of students who continued their education at tribal and mainstream institutions. Results show that tribal college graduates tended to be nontraditional, female, American Indian, and first-generation recipients of associate's degrees and certificates, and they remained in the local community. Tribal college graduates seemed to be employed at higher rates than those who had not attended college. Most graduates reported having full- or part-time jobs despite the difficult circumstances in most reservation communities. Many graduates obtained jobs that served their local communities, thereby positively affecting the overall American Indian population. A substantial share of

senior course in high-tech woodworking skills; Mackenzie Secondary--practical outdoor courses in forestry management and shop courses in jewelry design and dragster construction; Cowichan Secondary (Duncan)--job training for students with severe disabilities and outstanding fine arts and automotive mechanics classes; Valemount Secondary--training in hospitality and adventure tourism in local ski resorts; Britannia Secondary School (Vancouver)--retention and achievement gains through culturally relevant outreach programs for Native teens and alternative programs for potential dropouts; Princess Margaret Secondary School (Surrey)--successful inner-city anti-violence program and extensive student support services; John Oliver Secondary School (Vancouver)--nationally honored history teacher and innovative courses in genetics and computer animation; Dover Bay Secondary School (Nanaimo)--awards for a student-built electric car and sports teams; Wellington Secondary School--national and international recognition for its music programs; Steilly's Secondary School (Saanich)--outdoor education and wilderness travel courses; Queen Charlotte Secondary School (Skidegate Reserve)--emphasis on Haida culture and language; Elgin Park Secondary School (Surrey)--innovative visual arts and culinary arts programs; and rural Lake Cowichan Secondary School (Vancouver Island)--exchanges of students, teachers, and cultures with a Japanese school. (Contains photographs.) (5V)

ED 456 965

RC 023 155

Bright Lights: Stories of Success and Excellence from BC Elementary Schools.

PUB DATE- 00

NOTE- 21p.; Some pages are printed on colored paper. Photographs may not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Innovation; *Educational Practices; Elementary Education; *Elementary Schools; Foreign Countries; Profiles; *School Activities

IDENTIFIERS- *British Columbia

This document profiles 16 elementary schools in British Columbia that are creating excitement about learning through innovative and creative practices. The schools and their activities are: Westwood Elementary School (Port Coquitlam)--a 1-day "mini-conference" to show students how math is relevant in daily life; Henderson Elementary School (Powell River)--emphasis on fine arts in the school and community; Central Elementary (Chilliwack)--a sixth-grade newspaper published and distributed to the community; Uplands Elementary School (Pentlcton)--integration of a disabled student's companion dog into the classroom; John MacLure Community School (Abbotsford)--planting 10 percent of the school grounds with native trees and plants; John A. Hutton Elementary (Grand Forks)--student activities and Web site based on a retired teacher's travels around North and South America; Dr. D. A. Perley Elementary School (Grand Forks)--Internet literacy and participation in the Canadian Heritage Interactive Journey; McGowan Park Elementary School (Kamloops)--sign language club and a "signing choir"; Twin Rivers Elementary School (Castlegar)--Russian immersion kindergarten and schoolwide bilingual program; R. L. Angus Elementary (Fort Nelson)--award-winning Web site; Craigflower Elementary (Victoria)--technology-based tutoring program for First Nations students; Cordova Bay Elementary (Saanich)--a walking "school

Youth Programs
IDENTIFIERS- Risk Taking

This paper examines the links between various personal and social risk factors and drug use among youth living in rural communities. Data were collected through self-report surveys administered to 1,656 7th- and 8th-grade students and 1,205 11th- and 12th-grade students in 9 rural communities with populations ranging from 451 to 18,400. Surveys included the American Drug and Alcohol Survey (a drug use survey) and the Prevention Planning Survey, which measures a wide range of characteristics linked to adolescent drug use. Students were assigned to three groups--high, moderate, and no drug use--based on current level and type of drug use, and the prevalence of various risk and protective factors was examined for each group. A discussion of peer cluster theory focuses on the basic premise of adolescent drug use as a group activity that takes place in small peer clusters with group norms for drug use. Variables analyzed include drug use of friends, peer encouragement to use or avoid drugs, school adjustment, school adjustment of peers, participation in formal school or community activities, family stability and support, family sanctions against drugs and communication about drug dangers, family involvement in school activities, depression, low self-esteem, anger, need for excitement and risk taking, delinquency, violent behavior, and victimization. (Contains 102 references and 14 figures.) (5V)

ED 456 983

RC 023 183

Brody, Gene H.; Neubaum, Eileen; Boyd, Gayle M.; Dufour, Mary
Health Consequences of Alcohol Use in Rural America.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism
(DHHS), Rockville, MD.

PUB DATE- 97

NOTE- 39p.; In: Rural Substance Abuse: State of Knowledge and
Issues. NIDA Research Monograph 168; see RC 023 179.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Reports - Research/Technical (143)

DESCRIPTORS- *Alcohol Abuse; *Black Youth; *Drinking;
Epidemiology; *Family Influence; Injuries; Models; Mortality
Rate; *Physical Health; *Presadolescents; Risk; Rural Areas;
Rural Urban Differences; *Rural Youth
IDENTIFIERS- African Americans; *Georgia

Results of three national surveys suggest that the prevalence of drinking was lower in nonmetropolitan areas than in metropolitan areas. However, nonmetro and metro areas were similar in the presence of risk for heavy, dependent, and problem drinking. Therefore, they probably share similar risks for health consequences of such levels of consumption. These consequences include alcoholism; chronic health effects on the liver, brain, heart, and reproductive system; increased risk of cancer; fetal alcohol syndrome; depressed immune system; accelerated diabetes; and acute effects such as increased motor vehicle accidents, other accidents, and related injuries and mortality. A study of alcohol consumption and related health problems in rural Georgia found more alcohol-related mortality in rural Georgia than in the nation, but somewhat less than in the state. However, the wide variation among the rural counties indicates a need for research focused on subpopulations at increased risk, a critical step in the development of effective intervention strategies. A study of predictors of alcohol use among rural African American adolescents focused on family

It brings together two strands of educational thinking: worldmindedness and child-centeredness. This document offers strategies for implementing global education into the curriculum by considering its infusion and integration. Activities presented in the book offer ideas and strategies for providing a participatory learning environment in the global classroom and focuses on different goals such as building self-esteem, encouraging students to exchange personal information, and contributing to the learning process. Chapters include: (1) "A Friendly Classroom for a Small Planet"; (2) "Peace"; (3) "Rights and Responsibilities"; (4) "Equity"; (5) "Economics, Development, and Global Justice"; (6) "Citizenship"; and (7) "Mass Media." (YDS)

ED 457 004

SE 065 149

Dauncey, Guy

Stormy Weather: 101 Solutions to Global Climate Change.

PUB DATE- 01

NOTE- 271p.; Written with Patrick Mazza. Foreword by Ross Gelbspan.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Climate Change; Elementary Secondary Education; Energy; *Environmental Influences; Greenhouse Effect; Higher Education; Science Activities; Sustainable Development

This document presents 101 solutions to global climate change. These solutions are actions that are well suited to every level of society. This book creates awareness about global climate change. The history of Earth and the greenhouse effect are discussed, and explanations and solutions to global climate change are provided including traveling more sustainably, choosing energy efficient appliances, and organizing school initiatives. (YDS)

ED 457 005

SE 065 152

Hoffmann, Sheryl K.

Microbiology--Safety Considerations.

PUB DATE- 01

NOTE- 21p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (50th, Sydney, Australia, July 8-13, 2001). 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- High Schools; *Laboratory Safety; *Microbiology; Middle Schools; *School Safety; *Science Activities; *Science Laboratories

This paper discusses the risk assessment associated with microbiology instruction based on grade level, general control measures, appropriate activities for middle school and high school students, the preparation and sterilization of equipment, and safe handling techniques. Appended are instructions and figures on making wire loops and the standard operating procedure for preparing nutrient agar plates. (YDS)

DESCRIPTORS- Educational Change; *Educational Policy;
*Educational Research; Higher Education; *Institutions; Sciences
This report presents a public workshop by the Committee on
Scientific Principles in Education Research, which was held on
March 7-8, 2001. The committee was organized into three main
sessions: (1) "Supporting Scientific Quality at the Federal
Level: Consistency and Variation," which defines scientific
quality and how it is supported by research organizations; (2)
"The Interface of Research and Practice in Education: Linking
Quality and Utility," which focuses on the scientific
underpinnings of education research and the use of research in
practice; and (3) "Evidence and Inference: Consistency and
Variation Revisited," which focuses on the similarities and
differences of concepts, evidence, and inference across
disciplines. Appendices include the workshop agenda, workshop
speaker biosketches, and workshop participants. (YDS)

ED 457 033

SE 065 240

Ryan, Lynnette J.
Building and Encouraging Confidence and Creativity in Science.
PUB DATE- 00
NOTE- 84p.; Master's Thesis, St. Martin's College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Creativity; Elementary Education; Females;
*Mentors; Middle Schools; Science Instruction; Scientific
Principles; Scientists; *Self Esteem
IDENTIFIERS- *Women in Science

The focus of this study is an eight-week science enrichment
mentorship program for elementary and middle school girls (ages
8 to 13) at Coleson Village, a public housing community, in an
urban area of western Washington. The goal of the program was
to build confidence and encourage creativity as the
participants discovered themselves as competent participants in
science, and to introduce the participants to quality mentors
in science who would further encourage growth and confidence in
science. Data collection instruments included a "draw a
scientist" test, interviews, questionnaires, journals, and
ongoing observation. The girls developed science fair projects
with their mentors and presented them at a community science
fair held at their community center. This study provided
insight into how girls prefer to approach learning situations
in a cooperative manner, as well as how girls tend to look for
relationship between themselves and the content. The enrichment
program was successful in helping the girls develop a voice in
their study of science. Most girls went from having negative or
neutral feelings about science to exchanging stories about the
activities and projects in which they engaged in this program,
and to building relationships with strong female mentors
pursuing science careers. (Contains 48 references.) (Author/ASK)

ED 457 034

SE 065 242

Clark, Deborah L.
Elementary Statistics I--Mathematics 274 Course Syllabus, Fall
2001.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners)

newspaper that is developing a series of articles on the Holocaust. Students work in small groups to research, and eventually report on, a particular topic concerning the Holocaust. The series of articles will work as a whole to refute the arguments of those who deny the existence of the Holocaust. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the unit's correlation to history/social science standards, suggest day-by-day teaching strategies, and provide a Web site for teaching about the Holocaust. (BT)

ED 457 055

SO 031 496

Durbin, Dennis

Communism and Containment. Grade 10 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; *Communism; Cooperative Learning; Curriculum Enrichment; Grade 10; High Schools; Interdisciplinary Approach; *International Relations; Internet; Modern History; *National Security; *Political Science; Role Playing; Social Studies; *Thinking Skills; *United States History

IDENTIFIERS- *Containment; Pentagon; Truman (Harry S)

This lesson plan sets up a scenario that involves lost, declassified military documents concerning a program begun in 1945 that placed 1,000 men and women in stasis (they were called "sleepers") deep within mine shafts in the mountains of Utah. The program was to provide, in the event of an overthrow of the U.S. government, a means to re-establish the U.S. government and way of life. Student teams must provide a brief but complete history, emphasizing the Truman Doctrine, of the past 50 years for the forgotten, and now-awakened, "sleepers." Students are provided with background information, detailed instructions, online resources, a Web site evaluation form, and reflection questions. The teacher's notes describe the unit's purpose, explain the unit's correlation to history/social science standards, suggest day-by-day teaching strategies, and address adaptations for special needs students. (BT)

ED 457 056

SO 031 497

Antilla, Madeline

The July Crisis: Can You Stop the Great War? Grade 10 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cooperative Learning; Curriculum Enrichment; *European History; Foreign Countries; Grade 10; High Schools; Interdisciplinary Approach; *International Relations; Internet; Role Playing; Simulation; Social Studies; Standards; Student Research; *World War I

and conserving water and then create displays and give oral presentations to demonstrate their understanding of the methods. The oral presentations are made in the context of a simulation, which allows the students to weigh the costs and benefits of each method. The unit can be used in social studies, science, or language arts classes. Four to five 40-minute class periods are suggested. The unit lists materials needed, outlines applicable standards, poses discussion questions, and gives student objectives. It details day-by-day procedures for the teacher, suggests follow-up/enrichment activities, and lists on-line and print resources. (BT)

ED 457 079

SO 032 905

Abernathy-Tabor, Michelle

The Hare and the Water: A Tanzanian Folktale. Water in Africa.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 00

NOTE- 15p.; For related Water in Africa units, see SO 032 890-910.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Benchmarking; *Cultural Context;

Curriculum Enrichment; Developing Nations; Elementary

Education; Folk Culture; Foreign Countries; Geography;

Hydrology; Interdisciplinary Approach; *Literary Devices;

Social Studies; *Water

IDENTIFIERS- *Folktales; Peace Corps; *Tanzania; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. In this unit, third to fifth grade students explore the literary elements of a Tanzanian folktale about animals collaborating to dig a well. Students can make connections between the message in the tale and contemporary life in Tanzania as shown through pictures on the Water in Africa Web site. They will create original conclusions to the tale and cooperatively illustrate the folktale using oil pastels. The unit can be used in language arts, social studies, art, or behavior studies classes. Five 45-minute class periods are suggested for completion. The unit lists materials needed, outlines applicable standards, poses discussion questions, and gives student objectives. It details day-by-day procedures for the teacher, suggests assessment and follow-up/enrichment activities, and lists five on-line resources. (BT)

ED 457 080

SO 032 906

Franz, Kristi Rennebohm

Splash Splash: A Daily Use of Water. Water in Africa.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 00

NOTE- 37p.; For related Water in Africa units, see SO 032 890-910.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Benchmarking; Comparative

Analysis; Curriculum Enrichment; Developing Nations; Foreign

Pedagogical Considerations and Practical Examples" (J. E. Igartua); (8) "'Doing History': Evaluating Technologies That Promote Active Learning in the History Classroom" (N. M. Manohaster); (9) "Matter, Method, and Machine: The Synergy of World History, Active Learning, and Computer Technology" (D. J. Cremer); (10) "The Bay Area National Digital Library Project and the Library of Congress: A Case Study in Enriching History Classes with the Riches of the Internet" (K. Ferenz); (11) "Heuristics for the Educational Use and Evaluation of Electronic Information: Searching for Shaker History on the World Wide Web" (D. L. Andersen); (12) "Bringing the Internet and World Wide Web into the History Classroom" (S. Kneeshaw); (13) "Using the World Wide Web for Primary Source Research in Secondary History Classes" (M. J. Warren); (14) "Facilitating 'Inursions into the Novel' Now and in the Future: The Use of Computers in Middle School Social Studies" (A. K. Dils); (15) "Social Studies Simulations in Upper Elementary Classrooms" (R. B. Lewis); (16) "On-Line Teacher Education: An Analysis of Student Teachers' Use of Computer-Mediated Communication" (C. L. Mason); and (17) "The Changing Face of History Education: The 'I, Witness to History' Program at Larksfield Place Retirement Community" (T. M. Asala; R. S. Pearce). (BT)

ED 457 100

SO 032 977

Schaffer, Esther; Berman, Sheldon; Pickeral, Terry; Holman, Elizabeth
Service-Learning and Character Education: One Plus One Is More Than Two. Issue Paper.

PUB DATE- 01

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Citizen Participation; Citizenship Education; Elementary Secondary Education; Public Schools; *School Community Programs; *Service Learning; *Student Participation
IDENTIFIERS- *Character Development; *Character Education; Educational Issues

The connection between service and character is a natural fit in today's schools. An important fact of school reform in recent years has been the push to connect academics to the "real world." But while there is widespread agreement that educating students to become good citizens is crucial, there are differences on how to make that goal a reality. Many educators, however, are finding that the service-learning and character development approaches go hand in hand. Following an overview, this issue paper first defines and describes character education and service-learning. The paper focuses on how service and character support each other. It discusses conflicting opinions about policy options and policy challenges. It outlines guidelines and strategies for state policymakers who wish to draft legislation about character education and service-learning. (Contains 15 references and 9 resources.) (BT)

ED 457 101

SO 032 980

Soule, Suzanne
Report on Voting and Political Participation of "We the People... The Citizen and the Constitution" Alumni.
PUB DATE- 01
NOTE- 15p.

the study aimed to disrupt this mindset by drawing attention to its connections to whiteness and white racism and by exploring the personal relationship of each participant to these entities. The teacher educator brought attention to the racism heard in the student participants' comments and shared with them the transcripts of the first two interviews. (Contains 80 references.) (BT)

ED 457 120

SO 033 021

Anderson, Dawn Leigh
Voices of Women Mathematicians: Understanding Their Success Using a Narrative Approach to Inquiry.

PUB DATE- 01

NOTE- 37p.; Paper presented at the Annual Conference on Interdisciplinary Qualitative Studies (Athens, GA, January 12-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Females; *Gender Issues; Graduate Study; Higher Education; Interviews; *Mathematics Teachers; Qualitative Research; *Self Concept

IDENTIFIERS- *Mathematics Careers; Mathematics Teacher Beliefs Study; Narrative Inquiry; *Voice (Rhetoric)

This study investigated the lives of six women mathematicians to describe the factors and experiences that led each woman to become successful in mathematics. Because "voice" was used as a metaphor in this study, emphasis was placed on listening to and interpreting the participants' voices. The study used narrative inquiry to investigate the women's personal background, self identity, relationships, professional development and career, and the role that gender plays in their lives. Findings suggest that these women were encouraged in mathematics by parents and teachers. Data suggest that the women held strong views of themselves, though there was some evidence that several of the women felt insecure and inadequate. There was evidence that the women's lives were composed of many different components and did not solely revolve around their careers. The women identified reasons for becoming mathematicians, which included their love for mathematics and strong parental and teacher support. The women also perceived gender as playing three different roles in their lives, which were positive, negative, and neutral. They also provided insights into why women are not in mathematics and made recommendations on ways to support girls in mathematics. (Contains 34 references; interview guide is appended.) (Author/BT)

ED 457 121

SO 033 022

Lesch, Judith
Insider/Outsider Relationships: Reconsidering Outsider Staff Development through the Prism of Race, Class, and Culture.

PUB DATE- 00

NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Blacks; Comparative Analysis; *Cultural Context; Educational History; *Feminism; Primary Education; *Staff

Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Instructional Design; Integrated Activities; Learning Activities; *Lesson Plans; *Planning; Problem Based Learning
IDENTIFIERS- Differentiation

This book offers teachers guidance in the task of lesson planning, providing four instructional design models: basic, integrated, differentiated, and problem-based. The models are progressively complex and nuanced, providing teachers with guidance as they increase their lesson-planning proficiency. The book includes a series of key questions and a step-by-step process to developing instructional plans. The instructional plan emerges as the teacher contemplates key questions and makes decisions related to them. Descriptive information and instructional design tools (key questions, outlines, templates, and examples) are provided to facilitate the planning process. The book includes planning guides for each of the four instructional designs. Each instructional design planning guide features three sections: desired results, lesson design, and evidence of learning. An appendix presents teaching standards from the Interstate New Teacher Assessment and Support Consortium and the National Board for Professional Teaching Standards. (Contains 70 bibliographic references.) (SH)

ED 457 140

SP 040 217

Ganser, Tom
At the Beginning of a New Century: Observations on Teaching as a Profession.

PUB DATE- 01

NOTE- 18p.; Paper presented at the Annual Meeting of the Jamaica Teachers' Association (37th, Ocho Rios, Jamaica, August 20-22, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Collegiality; Decentralization; Diversity (Student); Educational Change; Educational Innovation; Elementary Secondary Education; Foreign Countries; Job Satisfaction; Public Education; Teacher Associations; *Teaching (Occupation); Unions

IDENTIFIERS- *Jamaica; Professionalism; Wisconsin

This paper discusses the development of teacher professionalism over the years, focusing on four phases of the changing nature of teachers' professionalism: the pre-professional age (before the 1960s), the age of the autonomous professionals (beginning in the 1960s), the age of the collegial professionals (beginning in the mid-1980s), and the fourth professional age (beginning in the late 1990s). It looks at the professionalism of teaching in both the United States and Jamaica. The paper describes several central features of U.S. schooling today that have implications for teaching as a profession: changes in the population of students attending schools, changes and innovations in schools, tensions between centralizing and decentralizing schooling, and new unionism. Recent research indicates that teachers consistently find satisfaction in working with and helping others, having an opportunity for professional challenge and growth, and making a difference in a young person's development. An appendix presents Wisconsin teacher standards. (Contains 11 references.) (SH)

ED 457 141

SP 040 218

Fasko, Daniel, Jr.
Case Studies & Methods in Education.

PUB DATE- 01

NOTE- 9p.; Paper presented at the Annual Meeting of the European Association for Research on Learning and Instruction (9th, Fribourg, Switzerland, August 28-September 1, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Case Method (Teaching Technique); Elementary Secondary Education; Higher Education; Preservice Teacher Education; Teaching Methods

Using case studies and the case method of instruction (CMI) to improve teaching and learning has been reported in the education literature since the early 1900s. Their popularity increased in the 1950s. This paper discusses the effectiveness of using case studies and CMI as instructional strategies. To use CMI, teachers must change their teaching methods and encourage more student participation. Teaching with cases requires much preparation and organization. Not all students may fully grasp the issue that is presented in the case. The research reviewed for this paper suggests that case studies and CMI are effective in higher education and professional education, though the various studies examined show some methodological weaknesses (such as having an all male sample, having a very low response rate, and using a short survey.) Based on this research, the paper concludes that using case studies and CMI may not be the panacea for improving teaching and learning. It recommends more empirical studies conducted in K-16 settings, noting that most of the previous studies were conducted in professional schools. It also recommends that preservice and inservice teachers be trained in the use of CMI. (Contains 18 references.) (SH)

benShea, Noah
Great Quotes To Inspire Great Teachers.

PUB DATE- 02

NOTE- 193p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Creative Works (Literary and Dramatic) (030)

DESCRIPTORS- Elementary Secondary Education; Higher Education; Teacher Attitudes; Teacher Morale; *Teacher Motivation; Teaching (Occupation)

This book provides a collection of quotes designed to offer support and inspiration to teachers as they face the daily emotional, spiritual, intellectual, and physical challenges of their professional and personal lives. The book's 26 sections focus on: the art of teaching; adversity; behavior; character; children; collaboration and teamwork; communication and conflict; community; compassion; criticism; discipline; diversity, culture, and language; gifted and talented; gossip; leadership; mathematics and science; personal and professional development; reading and writing; responsibility; school safety; spirituality; stress, rest, and well-being; technology; testing; time and resources management; and women in education. (SH)

families can take advantage of opportunities for school choice without sacrificing the level of academic performance their students can expect to achieve. The school system also benefits because magnet schools promote diversity and help optimize the use of facilities throughout the system. (Author/SLD)

ED 457 179

TM 033 269

Tyler, Doris
Iowa Test of Basic Skills, 2000-2001. Measuring Up. E&R Report.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; Achievement Tests; *Elementary School Students; Grade 3; Primary Education; Scores; Standardized Tests; State Programs; *Test Results; Testing Programs
IDENTIFIERS- *Iowa Tests of Basic Skills; *Wake County Public School System NC

In the Wake County Public School System (WCPSS), North Carolina, the Iowa Test of Basic Skills (ITBS) is administered to all third grade students each year. The ITBS, which is one of the assessments used as a screening tool for the Academically Gifted Program, was given to approximately 7,700 third graders in 2000. The ITBS can be given as a complete battery or a Survey Battery. The WCPSS uses the Survey Battery with the Integrated Writing Skills Test. Results are reported for a core total and for each of the three sections of this version of the ITBS: Reading, Integrated Writing Skills, and Mathematics. Scores are calculated to show Grade Equivalent (GE) and Percentile Rank (PR), and results are derived from national norms established in December 1995. WCPSS averages show little variation in GE scores across the three subject areas. The core total GE for WCPSS third graders on the survey battery was 3.6. The GE for reading was 3.6, for integrated writing, 3.7, and for mathematics, 3.7. The core total percentile rank of the average score for WCPSS third graders was 62. These scores represent improvement over the last 2 years. A table presents GE and PR figures for each elementary school in the district. (SLD)

ED 457 180

TM 033 270

North Carolina Writing Assessment Results, 2000-2001. Measuring Up. E&R Report.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Elementary Education; *Elementary School Students; *Middle School Students; Scores; *Test Results; Writing (Composition); *Writing Tests
IDENTIFIERS- North Carolina End of Grade Testing Program; *Wake County Public School System NC

The Writing Assessment, part of the North Carolina End-of-Grade testing program, is required by the State for students in grades 4 and 7. The Wake County Public School System (WCPSS) also tested students in grades 5 and 6 who did not receive a score of 2.5 or higher the previous year, but results for those

"Who Will Do the Work?"; (6) "Standards and Benchmark Analysis"; (7) "Grade Placement of Content"; (8) "Coverage of Content"; and (9) "The Larger View." (Contains 58 references.) (SLO)

ED 457 199

TM 033 297

Hoffman, Charlene
Mini-Digest of Education Statistics, 2000.

PUB DATE- 01

NOTE- 72p.; For the previous year's "Mini-Digest," see ED 445 105. For the "Digest of Education Statistics, 2000," see ED 455 275.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Dropouts; Educational Administration; Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Ethnic Groups; Graduates; *Higher Education; Racial Differences; Statistical Data; *Student Characteristics; Tables (Data); Teacher Characteristics; Trend Analysis

This document, the eighth edition of the "Mini-Digest of Education Statistics," provides a pocket-sized compilation of statistical information about U.S. education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current U.S. education scene. Data are from many government sources, especially surveys carried out by the National Center for Education Statistics. Unless otherwise noted, data are extracted from the "Digest of Education Statistics." Information is presented on: (1) enrollment in elementary, secondary, and higher education; (2) teachers, faculty, and staff; (3) educational outcomes; and (4) educational finance. Statistics show that education was the occupation of more than 76 million people in the United States in the fall of 2000. Included in this total were about 68.0 million students enrolled in U.S. schools and colleges. About 4 million people were employed as elementary and secondary school teachers and college faculty. Other professional, administrative, and support staff of educational institutions numbered about 4.4 million. (Contains 1 figure and 41 tables.) (SLO)

ED 457 200

TM 033 298

Scott-Little, Catherine; Niemeyer, Judith
Assessing Kindergarten Children: What School Systems Need To Know. Research & Development.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Data Collection; Educational Assessment; Kindergarten; *Kindergarten Children; Primary Education; School Districts; Screening Tests; *Student Evaluation; *Systems Development

This resource book is designed to guide school systems through a

Why We Should Use Noncognitive Variables with Graduate Students.

PUB DATE- 01

NOTE- 22p.; Paper presented at a Symposium on Noncognitive Assessments for Graduate Student Admissions, Graduate Record Examination Board (Toronto, Ontario, Canada, June 21, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *College Admission; *Diversity (Student); *Graduate Students; Graduate Study; Higher Education; Prediction; Selection; *Test Use; Validity

IDENTIFIERS- *Noncognitive Attributes

Problems with current predictors of success for graduate students (Graduate Record Examinations and grades) include restriction of range artifacts, grade inflation, and the increasing diversity of examinees. A case is made as to why noncognitive variables can add to the validity of selecting graduate students. Legal, moral, ethical, and statistical arguments are presented and discussed. Key points made in the report include the lack of logic in reflecting diversity with a single measure and the necessity of including a range of measures to be fair to all applicants. (Contains 1 table and 55 references.) (Author/SLD)

ED 456 718

HE 034 275

Burgstahler, Sheryl; Duolos, Rachel; Turcotte, Michelle
Preliminary Findings: Faculty, Teaching Assistant, and Student Perceptions Regarding Accommodating Students with Disabilities in Postsecondary Environments.

PUB DATE- 00

NOTE- 22p.; The DO-IT project is funded by the U.S. Department of Education through Grant #P33A990042.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Accommodations (Disabilities); *College Faculty; College Students; Disabilities; Focus Groups; Higher Education; *Professional Development; *Teaching Assistants

Focus groups were conducted to inform and support the development of faculty, teaching assistant, and administrator training materials and strategies as part of the Disabilities, Opportunities, Internetworking, and Technology (DO-IT) Prof project at the University of Washington, Seattle. Focus groups were conducted at the 23 postsecondary institutions in the DO-IT Prof project, which serves to improve the knowledge and skills of faculty related to the inclusion of students with disabilities. Twelve faculty focus groups involving 41 faculty members and 4 staff members examined experiences working with students with disabilities, problems, understanding of legal responsibilities, and perceptions of additional knowledge needed to serve students with disabilities. A focus group for teaching assistants (one group of four assistants) explored similar issues. Six student focus groups involving a total of 21 students with disabilities examined what students knew about existing services and their legal rights, their experiences with instructors, and other student concerns. The preliminary findings from these groups indicate that various training models are needed to meet the needs of a wide range of faculty, including workshops, reference materials, and longer seminars. Faculty and teaching assistants want information that focuses on accommodation methods rather than specific disabilities.

percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$56,712 for 2,496 of faculty in public institutions was approximately 17.7% higher than the average salary for all faculty in all major fields. The average salary increase was 1.9% per year for public institutions and 2.1% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 737

HE 034 297

Howe, Richard D.

Salary-Trend Study of Faculty in Counselor Education/Student Counseling and Guidance Services for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in this discipline, see ED 442 375. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Counselor Training; Guidance; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *School Counseling; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Counselor Education/Student Counseling and Guidance Services at 106 public and 36 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$53,410 for 714 faculty in public institutions was approximately 6.2% lower than the average salary for all faculty in all major fields. The average salary increase was 0.7% per year for public institutions above the cost of living and 1.3% per year for private institutions below the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 736

HE 034 298

305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Library Science faculty at 56 public and 29 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$53,911 for 628 of faculty in public institutions was approximately 5.2% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 28.4% lower than that for all faculty. The average salary increase was 1.3% per year above the cost-of-living for public institutions and 1.7% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 756

HE 034 316

Howe, Richard D.
Salary-Trend Study of Faculty in Marketing Management and
Research for the Years 1997-98 and 2000-01.
PUB DATE- 01

NOTE- 21p.; For the salary-trend study of marketing management and research faculty for 1996-97 and 1999-2000, see ED 442 394. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 203-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Marketing; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index; *Marketing Education

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Marketing Management and Research faculty at 166 public and 101 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$71,648 for 1,186 faculty in public institutions was approximately 26.7% higher than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 32.1% higher than that for all faculty. The average salary increase was 1.6% per year above the cost-of-living for public

periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$54,812 for 2,130 of faculty in public institutions was approximately 3.5% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 4.8% lower than that for all faculty. The average salary increase was 0.6% per year above the cost-of-living for public institutions and 0.7% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 774

HE 034 334

Howe, Richard D.

Salary-Trend Study of Faculty in Special Education for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 2lp.; For the salary-trend study of special education faculty for 1996-97 and 1999-2000, see ED 442 412. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Preservice Teacher Education; *Private Colleges; *Public Colleges; *Special Education; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Special Education faculty at 134 public and 57 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$53,409 for 1,076 faculty in public institutions was approximately 6.2% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 13.2% lower than that for all faculty. The average salary increase was 0.8% per year above the cost-of-living for public institutions and 0.1% per year below the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 775

HE 034 335

Howe, Richard D.

range of thematic issues published in the "Canadian Journal of Higher Education." This collection focuses on gender equity in Canada's postsecondary educational institutions (for both students and teachers). After a preface and an introduction, the five articles are: "Is the Postsecondary Classroom a Chilly One for Women? A Review of the Literature" (XX:3, 1990) (Dana Williams); "Gender Issues in University: The University as Employer of Academic and Nonacademic Women and Men" (XXIII:2, 1993) (E. Dianne Looker); "Detecting Gender Discrimination in University Salaries: A Case Study" (XXII:1, 1992) (Leora C. Swartzman, Clive Seligman, and William J. McClelland); "What Should the Goals Be? Employment Equity for Female Faculty in Canada" (XIX:1, 1989) (John H. Blakely); and "An Evaluation of Pay Equity Reports at Five Canadian Universities" (XXIV:2, 1994) (James H. Dean and Rodney A. Clifton). (Individual articles contain references.) (SH)

ED 456 795

HE 034 496

Jones, Glen A., Ed.

The University and the State: Reflections on the Canadian Experience. CHERD/CSSHE Reader Series Number 4.

PUB DATE- 98

NOTE- 108p.; Two papers offer a French version of the author abstract. One paper is also printed in French. For other documents in the series, see HE 034 493-497.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020), Journal Articles (080)

DESCRIPTORS- College Presidents; *Federal Government; Federal Regulation; Financial Support; Foreign Countries; *Government Role; *Government School Relationship; Higher Education; *Institutional Autonomy; Organizational Objectives; *Politics of Education; Public Policy

IDENTIFIERS- *Canada

This publication is part of a series that reprints articles on a range of thematic issues published in the "Canadian Journal of Higher Education." This collection focuses on the relationship between the Canadian university and the state. After a preface and an introduction, an introductory monograph, "University-Government Relations in Canada: A Brief Review of the 'Traditional Literature'" (Glen A. Jones), summarizes some of the issues. This is followed by six articles from the journal: "Determining the University's Goals: The Setting of the Problem" (VI:1, 1975) (Duncan D. Campbell); "Surviving the Crash: Canadian Universities in the Era of Disillusionment" (VI:2, 1975) (Desmond Morton); "Universities, Governments, and the Public" (VI:1, 1976) (H. Ian McDonald); "University Presidents and the Politicians" (VII:1, 1977) (Ernest Sirluok); "University Presidents and Politicians" (VIII:3, 1978) (Claude T. Bissell); and "Governments and Universities" (XVIII:1, 1988) (Benjamin Levin and Nancy Sullivan). (Most articles contain references.) (SH)

ED 456 796

HE 034 497

Andree, Lesley, Ed.

Revisiting the Issue of Access to Higher Education in Canada. CHERD/CSSHE Reader Series Number 5.

PUB DATE- 99

NOTE- 156p.; All papers offer a French version of the author abstract. Table material in the final monograph is in both English and French. For other documents in the series, see HE 034 493-496.

Services for Institutions of Higher Education: The Importance of Performance Contingency Planning"; "Comprehensive Ubiquitous Computing: Beyond the Laptop Initiative"; "The Possibilities and Perils of Streaming Multimedia to Students"; "Progress Report-Microsoft Office 2000-Lynchburg College Tutorials"; "Technology and Education in a Rural Environment: Booth Teacher Training Initiative"; "Introducing Disciplinary Thinking Through the Development of an On-Line Tutorial"; "Technology in the Classroom, I'm Soared 'A Professor's Journey"; "Stakeholder Impact on the IT Curriculum"; "Individual & Collaborative Calendaring Using CorporateTime"; "Creating a Multicultural Context Using Technology"; "Storage Area Network: A Case Study of the Design and Implementation of a SANetwork"; "Nortel Networking: Becoming a Training Academy"; "Implementing Instructional Technology: A Team-Based Approach"; "What If J. Alfred Prufrock Had Been a Computer Science Professor?"; "Assessing Student Fluency in Information Technology"; "Creating a Fully-Functional Stand-Alone Web Development System That Includes Web and Database Servers"; "Computer and Information Security Considerations for Installing and Running Microsoft Internet Information Server and Microsoft SQL Server"; "Improving Interpersonal Skills in Introductory Computer Courses"; and "The Use of Technology by Beginning Teachers." (Includes an index.) (AEF)

ED 456 815

IR 020 850

Information Skills Integration Strategies Support Document for Elementary Media Coordinators and Classroom Teachers.

PUB DATE- 01

NOTE- 79p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Media; Educational Resources; Elementary Secondary Education; *Information Skills; Instructional Materials; *Learning Activities; Skill Development; Student Projects; Student Research; Users (Information)

The intent of this document, designed and developed by North Carolina educators, system-level and school-based media coordinators to support the "K-12 Information Skills Standard Course of Study," is to provide successful strategies, activities, and ideas for media coordinators and classroom teachers as they teach the essential knowledge and skills that prepare students to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-intensive environment. Information Skills Integration Strategies are provided in two sections by grade level: Grades K-2 and Grades 3-5. In both sections, the strategies and activities are focused around the following five Competency Goals: (1) The learner will EXPLORE sources and formats for reading, listening, and viewing purposes; (2) The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats; (3) The learner will RELATE ideas and information to life experiences; (4) The learner will EXPLORE and USE research processes to meet information needs; and (5) The learner will COMMUNICATE reading, listening, and viewing experiences. (AEF)

ED 456 816

IR 020 868

Commission's Children's Online Privacy Protection Act Rule. Several basic questions guided the survey: What has been the impact of COPPA during its first year? Is industry changing its practices in response to COPPA? Are there any common factors affecting noncompliance with COPPA? How might COPPA compliance be more effective? The survey was conducted with a standard questionnaire that measured compliance with the provisions of the FTC's COPPA Rule. It looked at the parental notification and consent methods commercial Web sites use when gathering personally identifiable information from children. The survey found that COPPA has brought about significant changes in Web sites' business practices in data collection. A number of promising creative approaches illustrated how companies can adapt to the rules without undermining the interactive personalized features of the Internet. Commercial Web sites can still provide customized experiences for children and learn more about their audience, without compromising children's privacy. Despite these positive changes, the survey also found the industry is clearly not doing all it can to comply with the new privacy provisions, and in some cases, may be violating both the spirit and letter of the law. Recommendations address the need for more education about the law and acceptable business practices. Overall, children's Web sites should continue to be monitored for compliance with COPPA and for any new developments in marketing and advertising practices. (AEF)

ED 456 834

IR 020 981

Treadwell, Mark

1001 Best Internet Sites for Educators. 2nd Edition.

PUB DATE- 01

NOTE- 255p.; Produced by teachers work.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- Computer Uses in Education; *Educational Resources; Elementary Secondary Education; Evaluation Criteria; Glossaries; Higher Education; Information Policy; Information Retrieval; *Online Searching; *Resource Materials; Search Strategies; *World Wide Web

IDENTIFIERS- Technology Integration; *Web Sites

This second edition of a resource designed to help teachers find relevant information on the Internet for both themselves and their students, provides concise reviews of more than 1,000 Web sites sorted by subject area. Each site is evaluated with one to five stars for content, presentation and grade level. Easy-to-follow explanations are provided of how each site can be used in the classroom. Also presented are search tips to help teacher find more sites on their own. Besides the ratings of Internet sites, the book includes information on hardware and software requirements, safety on the Internet, plug-ins, and helpful information such as criteria for site selection and searching the Web. An element called "Finding Where You Have Been" helps teachers relocate sites they have viewed. Other helpful features are "Searching the Web" and a "Glossary of Terms" to familiarize teachers and students with the Internet. The introductory material on "Safety on the Internet" provides guidelines for teachers. A generic Acceptable Use Policy is also included that is copyright-free for schools to adapt to their needs. Recommendations for filtering software are offered

Library Automation; Library Collections; Library Personnel;
*Library Services; *Library Statistics; *School Libraries;
Statistical Data; Tables (Data)

This document contains statistics and input-output measures for Colorado school libraries and media centers. High schools, middle/junior high schools, and elementary schools are each subdivided into sections by population. Each section includes the school identification (district, address, city, county, zip code); respondent identification (name, title, phone, fax, e-mail); service hours per typical week; library media staffing per typical week; activities of paid staff per typical week; computers with access to school library resources; Internet access for students; library media collection; library media usage per typical week; and annual operating expenditures. Totals for school library media centers are provided at the end of the report. Benchmarks for school library media centers in Colorado--ratios that should make it easier to compare an individual library media center's figures with those for other library media centers--are also provided and address both library media center resources and services. (AEF)

ED 456 853

IR 058 306

The Future Is Now: Quality Library Service in Colorado. Strategic Plan 2001-2004.

PUB DATE- 01

NOTE- 25p.; William J. Moloney, Commissioner of Education, and Nancy M. Bolt, Assistant Commissioner for Libraries.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Futures (of Society); Information Services; Information Technology; *Library Development; *Library Planning; Library Policy; *Library Services; *Long Range Planning; Program Development; *Strategic Planning

IDENTIFIERS- *Colorado

This Strategic Plan for library development in Colorado includes a specific set of strategic directions for the next four years with suggested key activities to implement them, as well as a set of timeless principles upon which library development and service are based. The Long Range Planning Strategic Directions, 2001-2004, are outlined with key activities for 14 areas: Advocacy; Funding; Standards-Based Education; Information Literacy; Family Literacy and Reading Readiness; Retention and Recruitment; Continuing Education; Service to Aging Populations; Services to Underserved Populations; Services to Minorities; Technology and Connectivity Planning; Access to Information; Delivery of Information Resources and Materials; and Colorado Library Law. Ongoing professional principles that should serve as a foundation for strong library services provided to the residents of Colorado, outlined in an appendix, focus on three main areas: leadership, services, and resource sharing. Three additional appendices include the Library Bill of Rights, listing of principles that libraries in the United States should embrace, and glossary and definitions. (AEF)

ED 456 854

IR 058 307

Kirk, James J.

A Virtual Library for Instructional Systems Designers.

PUB DATE- 01

NOTE- 36p.

reflected in Connecticut General Statutes 10a-80, are: (1) to provide programs of occupational, vocational, technical, and career education designed to provide training for immediate employment, job training, or upgrading of skills to meet individual, community, and statewide work needs; (2) to provide general programs including, but not limited to, remediation, general and adult and continuing education designed to meet student goals; (3) to provide liberal arts and sciences and career programs for college transfer; (4) to provide community services and continuing education to respond to workforce needs or to address career, personal, instructional, cultural, and public interests; and (5) to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction, and efforts to serve students with special needs. This paper provides demographic and financial information on Connecticut's 36-year-old system of 12 community and technical colleges, detailing improvements and achievements in several areas: academic and student affairs, instructional technology, communication, data and information management, facilities planning, human resources, and partnerships. (NB)

ED 456 872

JC 010 599

Articulation Report for the Florida Community College System:

Data for Fall 1996, Fall 1997, and Fall 1998.

PUB DATE- 01

NOTE- 234p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Articulation (Education);

*College Transfer Students; *Community Colleges; Higher

Education; Institutional Characteristics; Student

Characteristics; *Transfer Rates (College)

IDENTIFIERS- *Florida Community College system; *State University System of Florida

This articulation report from the Florida Community College System provides headcount statistics for those undergraduate students in Florida's State University System (SUS) who, prior to enrolling in their respective universities, were enrolled in Florida's 28 public community colleges. Tables 1, 2, and 3 display by gender, race, and age, respectively, the frequencies of headcount enrollments of undergraduate students attending the SUS in the fall term where the college of last attendance was a Florida community college. Table 4 shows students in the fall terms classified by date of entry into their respective university. Table 5 shows students classified by number of semester hours transferred to the particular university. Tables 7 and 8 show the distribution of students by the university at which they registered in the fall 1996-98 terms and the community college from which they transferred. Table 9 shows that most community college students earned a grade point average (GPA) of 2.5 or higher while enrolled in the SUS. Tables 10-13 display students transferring both prior to and after earning 60 semester hours. Table 14 shows the number of students enrolled in each major field of study. Finally, Table 15 reflects the full 1996-97 year GPA performance of community college students with an associate in arts degree versus native university students. Appended are lists of community college presidents, independent colleges and universities of Florida articulation officers, community college articulation officers, university presidents, and university articulation officers. (EWH)

the following headings: issues of identity, the living environment, education, health, economic situation, vulnerability, and gender issues. The final chapter summarizes recommendations arising from the research. The book's several appendices provide more detail on research methodologies, current projects in Porta Farm and Dziwarasekwa, a list of other reading materials, and a glossary of terms. (SD)

ED 456 892

PS 028 457

Katz, Lillian G.; Chard, Sylvia C.
Engaging Children's Minds: The Project Approach. Second Edition.
PUB DATE- 00

NOTE- 215p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Active Learning; Child Development; Class Activities; Early Childhood Education; Instructional Innovation; *Learning Activities; Parent Participation; *Reggio Emilia Approach; Student Motivation; *Student Projects; Teacher Role; Teacher Student Relationship; Teaching Methods; *Young Children

IDENTIFIERS- *Childrens Drawings; *Project Approach (Katz and Chard); Task Engagement

Noting that much has happened in the field of early childhood education during the 10 years since publication of the first edition of "The Project Approach," this new edition re-introduces the project approach and suggests applications and examples of the approach in action. Notable additions to this second edition include: (1) two new chapters addressing issues in the selection of project topics and children's drawing and its role in project work; (2) results of 10 years of research and development in the field of early education curriculum and teaching methods in support of project work; and (3) analysis of the Reggio Emilia approach to early education. Chapters are: (1) "Introduction to the Project Approach," outlining the aims and benefits of including project work; (2) "Principles of Practice in the Early Years," summarizing relevant research and offering principles of practice in support of project work; (3) "Project Work in Action," illustrating how projects usually proceed; (4) "Phases and Features of the Project Approach," outlining principal features of the approach that underlie the projects of the previous chapter; (5) "Issues in Selecting Topics for Projects," addressing determining if a topic is appropriate or of sufficient substance and offering criteria; (6) "Teacher Planning," describing some techniques for initial project planning; (7) "Phase I: Getting Projects Started," addressing ways of enlisting children's interest and participation in launching a project; (8) "Phase II: Projects in Progress," discussing preparations for field work and organizing the data gathered; (9) "Phase III: Concluding Projects," discussing various approaches to culminating and evaluating a project; (10) "Drawing in the Context of a Project," addressing the contribution of drawing, different kinds of drawing, and teaching strategies to the efficacy of project work; and (11) "The Project Approach in Perspective," discussing the part of this approach in a balanced curriculum. The book's nine appendices include guidelines for projects on houses and seedpods, instructions for making a book, and several project webs. (Contains 149 references.) (SD)

outreach from national, regional, state, and local health and education sources and held a national summit to find promising outreach practices. This report, presented in five sections, outlines findings, describes barriers and promising approaches to school-based outreach, and makes recommendations to ensure that health insurance outreach for children becomes a customary part of school activities. Section 1 presents background information on the significance of the problem of uninsured children, the importance of outreach, President Clinton's executive memorandum, and the departmental response. Section 2 summarizes findings related to the role of schools in reaching uninsured children, motivating schools to adopt outreach as part of their mission, constraints and barriers, keys to success, and funding school-based outreach. Section 3 provides recommendations for federal action, including recent legislation, and spotlights efforts in Virginia. Section 4 describes promising practices in outreach, highlighting state and district level programs in California, Illinois, and Florida. Section 5 discusses the importance of developing evaluation strategies for determining the success of school-based outreach efforts. The report concludes by asserting that to facilitate school-based outreach for children's health insurance, the federal government, the states, schools, and other partners must join together to break down existing barriers and connect eligible children with the health coverage they need. The report's two appendices contain the executive memorandum directing the federal focus of children's health insurance outreach on schools and a table delineating the federal action plan. (KB)

ED 456 910

PS 029 753

A Creative Look at Quality: A Picture of Quality Criteria for Childcare Centres. Videotape.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE- 01

NOTE- Op.; Also funded by Child and Family (Kind en Gezin), Flanders, Belgium.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Non-print Media (100)

DESCRIPTORS- *Caregiver Child Relationship; *Child Caregivers; Criteria; *Day Care; Day Care Centers; Early Childhood Education; Evaluation Criteria; Foreign Countries; Program Evaluation; Psychometrics; *Standards; Videotape Recordings
IDENTIFIERS- Belgium; *Day Care Quality

Noting the pervasive concern for the quality of services for young children, this videotape presents examples of high quality childcare services, based on a Belgian instrument for evaluating quality in private child care centers. The observation scale is designed to examine the relationship between child care worker and child by observing the child care activities in five situations: greeting children and their parents, mealtime situation, care and toilet training, naptime and quiet time, and supervision of activities and the toy situation. The items for each situation are rated on a 4-point scale (1, 3, 5, and 7), with 7 being considered very high quality care. The videotape features situations in which a score of 7 was assigned. The accompanying manual (a small brochure) describes the observation scale and its development and psychometric qualities. In addition, the manual discusses how the videotape can be used in training and includes discussion suggestions for each of the five situations. The

Children Birth to Age Five.

PUB DATE- 01

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Early Intervention; Low Income; Pamphlets; Parent Materials; *Preschool Children; *Preschool Education; Program Descriptions

IDENTIFIERS- *Project Head Start

This pamphlet describes Head Start, a comprehensive program designed to foster the healthy development of young children from low-income families. Based on the view that Head Start helps to build a foundation for children's success, the pamphlet describes the population served by the program, the support received by local communities, its expansion to serve infants and toddlers, the establishment of high standards, the program's active support of high-quality services, and the measurement of outcomes for children. The Head Start philosophy is described as reflected in the array of services provided to children and families: education and early childhood development, child health and development, and family and community partnerships. The role of Head Start in improving child development services and focusing national attention on the importance of early childhood development is highlighted. The pamphlet also emphasizes the role of volunteers in the success of Head Start. Concluding the pamphlet is a list of Head Start regional offices. (KB)

ED 456 930

PS 029 783

Glover, Mary Kenner; Giacalone, Beth
Surprising Destinations: A Guide to Essential Learning in Early Childhood.

PUB DATE- 01

NOTE- 102p.; Foreword by Bobbi Fisher.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Early Childhood Education; Elementary School Students; *Integrated Curriculum; Mixed Age Grouping; Models; Preschool Children; *Preschool Curriculum; Preschool Teachers; Reflective Teaching; Socialism; Teacher Collaboration; Teacher Researchers

IDENTIFIERS- *Emergent Curriculum

Based on the experience of two early childhood teachers in a research-based collaborative effort to join a preschool class with a first-second grade class for various learning projects, this book offers a model for an approach to early childhood curriculum. The curriculum integrates art, science, gardening, celebrations, intergenerational program involvement, community service projects, and human rights study. A major focus of the curriculum is on multiple literacies: content, social, community, humanitarian, and pedagogical. Incorporating a year's worth of ideas, suggestions, survival tips, and vignettes, the book shows how "buddy study" time nurtures literacy in the traditional and broader sense, emphasizing humanitarian qualities of respectfulness, kindness, compassion, and responsibility. The book uses a train metaphor for the journey involved in this emerging curriculum; the chapters are:

alumni used their tribal college experiences and credentials to transfer to mainstream institutions, indicating that tribal colleges have contributed to increasing levels of educational attainment for American Indians. The majority of respondents were satisfied with their overall college experience, major courses, class sizes, instruction, faculty, and administrators. However, graduates were less satisfied with laboratory and library facilities on campus, and few believed they received adequate career counseling and job placement services. (Contains 26 references.) (TD)

ED 456 948

RC 023 100

Flores-Ortiz, Yvette G.
Theorizing Justice in Chicano Families. JSRI Occasional Paper No. 43. Latino Studies Series.

PUB DATE- 00

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Battered Women; *Colonialism; *Family Violence; Justice; *Mexican Americans; Power Structure; *Psychological Patterns; *Racial Discrimination; Self Concept; Sex Stereotypes; Sexual Abuse

IDENTIFIERS- Chicanos; Cultural Values; *Healing; *Oppression; Social Justice

This paper draws on psychological research and clinical practice to outline the social and familial context of injustice in Chicano families. The forces that promote social injustice create imbalances of power within the family wherein strategies of disconnection and oppression replace familial cultural ideals, resulting in domestic violence and abuse of women and children. For Chicanos, the narrative of conquest and disempowerment has become a dominant story with three main themes: woman as treacherous, man as disempowered and out of control, and woman as protector and nurturer of men. This dominant story of victimization has the power to shape lives and create self-blame. Chicanas and Chicanos must engage in open dialogue about the pyramid of oppression and rename the story as one of survival in the face of tyranny. Strategies for facilitating the journey to healing include using humor, fostering self-pride, and instilling determination and hope in children and each other. Chicanos must reconnect to their past, not to reify or romanticize it but to identify mechanisms of oppression, rescue the silent history, identify strategies of connection that are culturally congruent, and exorcise injustice. Spirituality, sharing stories, reclaiming cultural ways and knowledge, and naming injustice are essential steps in healing the effects of oppression. Chicano psychologists and scholars must promote justice and challenge injustice in their research, pedagogy, and lived practice. (Contains 24 references.) (TD)

ED 456 949

RC 023 123

Lara, Julia; Pande, Gitanjali
Latino Students and Secondary School Education.

PUB DATE- 01

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080)

bus" that "picks up" students walking to school for fitness and safety; Cedar Drive Elementary (Coquitlam)--energy conservation practices highlighted in a national documentary; West Vernon Elementary School--communication and conflict resolution training to address bullying; Tuc-el-Huit Elementary School (Oliver)--volunteer tutoring of struggling readers; and Riverview Elementary (Quesnel)--award-winning principal who led school and community as they rebuilt after a school fire. (Contains photographs.) (SV)

ED 456 966

RC 023 156

Boushey, Heather; Brocht, Chauna; Gundersen, Bethany; Bernstein, Jared

Hardships in America: The Real Story of Working Families.

SPONS. AGENCY- Foundation for Child Development, New York, NY.

PUB DATE- 01

NOTE- 125p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Books (010); Numerical/Quantitative Data (110); Reports - Research/Technical (143)

DESCRIPTORS- *Budgets; Child Welfare; Costs; Day Care; Economic Research; *Family Needs; Family Problems; Fringe Benefits; Health Insurance; Housing; Hunger; Metropolitan Areas; Policy Analysis; *Poverty; *Public Policy; *Quality of Life; Rural Areas; Tables (Data); Underemployment; *Working Poor

IDENTIFIERS- Access to Health Care; Family Support; Food Security

Although U.S. policymakers have adopted the view that work is the solution to poverty, work may not ensure a decent standard of living for many families. This report estimates the number of families who are not making ends meet. It examines the cost of living in various communities in every state and determines "basic family budgets" for six family types in all metropolitan areas and in a combined rural area for each state. These budgets cover housing, child care, health care, food, transportation, and taxes and, in contrast to the federal poverty line, offer a more realistic measure of the income needed for a decent standard of living. The families studied comprised one or two adults and one to three children under age 12. Among these kinds of families, nationally, 29 percent fell below basic family budget levels for their communities in the late 1990s, and over 2.5 times as many families fell below family budget levels as fell below the poverty line. Families headed by single parents, young workers, minority workers, or workers who were high school dropouts were more likely to be struggling. The report also examines "critical" and "serious" hardships faced by families. Among the findings: families at all income levels had problems meeting health care and child care needs, and lack of health insurance was a strong predictor of family hardship. Extensive policy recommendations are offered concerning worker pay and benefits and a safety net of social services. Appendices present methodology, hardship data, and family budgets for 400 rural and urban areas. (Contains 45 references and many statistical data tables.) (SV)

ED 456 967

RC 023 159

Building Exemplary Schools for Tomorrow: Education Directory, School Year 2000-2001.

PUB DATE- 01

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

processes in 90 African American families with married parents and a first-born child aged 9-12, living in rural Georgia or South Carolina. Analysis of observational data supported a proposed mediational model of relationships among family economic resources, family processes, and the development of externalizing behaviors that place rural youth at risk for alcohol problems. (Contains 86 references and 6 figures.) (SV)

ED 456 984

RC 023 184

Donnermeyer, Joseph F.

The Economic and Social Costs of Drug Abuse among the Rural Population.

SPONS. AGENCY- Ohio State Univ., Columbus. Coll. of Food, Agricultural and Environmental Sciences.; Ohio Agricultural Research and Development Center, Wooster.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.

PUB DATE- 97

NOTE- 29p.; In: Rural Substance Abuse: State of Knowledge and Issues. NIDA Research Monograph 166; see RC 023 179. Also supported by the Tri-Ethnic Center for Prevention Research, Colorado State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Costs; Crime; *Drug Abuse; *Economic Impact; Illegal Drug Use; *Rural Areas; Rural Population; Rural Youth; Social Environment; Student School Relationship

IDENTIFIERS- *Social Costs; *Social Impact

This paper presents a framework for assessing the economic and social costs of drug abuse in rural areas. The first section considers definitions for three key sets of concepts: (1) what is rural, the great diversity within rural contexts, and how to distinguish rural from urban; (2) the nature of social costs, as they affect communities as well as individuals; and (3) how societal costs might be measured. A four-part typology of direct and indirect economic and social costs at the individual and societal levels is then presented and illustrated with examples from rural research. Among the economic costs are costs of substances and treatment (direct individual costs); lost worker output and productivity (indirect individual costs); public expenditures for law enforcement, social services, and drug prevention and education programs (direct societal costs); and the value of productivity lost by perpetrators and victims of drug-related crime and by family caretakers of drug abusers (indirect societal costs). Among the social costs are school failure and dropping out, criminal and delinquent behavior, victimization, and conflicts with family and peers (direct individual costs); alterations in interaction patterns of persons in direct contact with drug abusers (indirect individual costs); reallocation of school time to implement prevention programs and of police resources and manpower to enforce drug laws and address drug-related crime (direct societal costs); and societal reactions to substance abuse, such as avoidance behaviors and altered perceptions of quality of life (indirect societal costs). (Contains 61 references.) (SV)

ED 456 985

RC 023 185

D'Onofrio, Carol N.

The Prevention of Alcohol Use by Rural Youth.

PUB DATE- 97

ED 457 006

SE 065 159

Ramey, Linda K.; Tomlin, James

Using the GLOBE Program To Enhance Classroom Teaching.

PUB DATE- 01

NOTE- 11p.; Paper presented at the Annual Meeting of the Science Education Council of Ohio (Cincinnati, OH, February 15-17, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(14); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Critical Thinking; Elementary Secondary Education;

*Environmental Education; Experiential Learning; *Hands on Science; *Inquiry; *Integrated Curriculum; Problem Solving; *Science Instruction

The Wright State University Global Learning and Observations to Benefit the Environment (GLOBE) Franchise has developed a project to fill the need for direct, strong connections linking science, mathematics and technology to classroom curriculum and students' learning of integrated, relevant content. GLOBE is an international project that involves students and teachers in scientific investigations where their data are reported in an interactive Web site database. The Southern Ohio GLOBE Environmental Science Education Initiative fosters an awareness and understanding of environmental issues on a local scale, then on a more global, ecological level. GLOBE's long-term investigations, environmental parameters and issues allow students to be actively involved in data collection, analysis of data, graphic representation of data, leading them to better understanding of scientific process and methods. This paper describes the project and the summer workshop and provides insights into the impact GLOBE is having on students in grades 2-12 and their teachers in southwestern Ohio. (Author/YDS)

ED 457 007

SE 065 160

Brand, Judith, Ed.

Exploratorium: Exploring Water.

PUB DATE- 01

NOTE- 33p.; Sponsored by Bank of America Foundation. Published quarterly.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - Serials

(022); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Astronomy; Chemistry; Elementary Secondary Education; Physical Sciences; *Science Activities; Science Instruction; *Water

This issue of Exploratorium focuses on water and its varied uses in our environment. Articles include: (1) "Adventures with Water" (Eric Muller); (2) "Water: The Liquid of Life" (Karen E. Kalumuck); (3) "Water-Drop Projector" (Gorazd Planinsic); (4) "Waterways and Means" (Pearl Tesler); (5) "Explore Natural Phenomena in the Museum--and Just outside Our Doors" (Judith Brand); (6) "Waterlight" (Amy Snyder); (7) "Meanderings: A Physicist Contemplates Rain Clouds, Clogged Arteries, and Kitchen Pipes" (Ruth Brown); (8) "Watery Worlds" (Robert Irion); and (9) "The Cost of Making Waves" (Steven Vogel). (YDS)

(051), Reference Materials - General (130)
DESCRIPTORS- *Course Descriptions; Higher Education; *Statistics
IDENTIFIERS- Southern University LA

This document features the syllabus for a course in Elementary Statistics/Mathematics at Southern University in Baton Rouge, LA. The course textbook, a course description, readings, goals, and course requirements are presented. Basic descriptive analysis and mathematical concepts commonly used in statistics are emphasized in the course. Topics discussed are data analysis; measures of central tendency, dispersion, and position; probability; counting rules; normal and binomial distributions; and correlations. (MH)

ED 457 035

SE 065 243

Thier, Herbert D.
Developing Inquiry-Based Science Materials: A Guide for Educators.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01

NOTE- 256p.; With Bennett Davis. "A project of the Lawrence Hall of Science, Center for Curriculum Innovation."

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; Evaluation; Financial Support; *Inquiry; *Instructional Materials; *Material Development; Science Education; Teacher Collaboration

This book provides guidance to beginning and experienced educational material developers. The targeted objectives are guiding developers on external funding, explaining the complex process of developing instructional materials, and pointing out the human interactions and issues involved in the development process. Chapters include: (1) "The Teacher's Stradivarius"; (2) "How Guided Inquiry Fulfills Society's New Definition of Education"; (3) "Designing Materials for Guided Inquiry: Three Principles"; (4) "Finding and Managing Funds"; (5) "Putting Together the Project Team"; (6) "Working with Commercial Partners"; (7) "Working Together: Collaborations for Success"; (8) "Assessment and Evaluation"; (9) "Drafting and Testing Initial Versions"; (10) "Preparing for Publication: National Field Tests and Final Revisions"; (11) "Implementation, Dissemination, and the Role of the Teacher"; (12) "Closure and Continuity"; (13) "Professionalizing Materials Development"; and (14) "Designing Your Project and Preparing Your Proposal: A Checklist." (Contains 53 references.) (YDS)

ED 457 036

SE 065 244

Goldsmith, Lynn T.; Kantrov, Ilene
Guiding Curriculum Decisions for Middle-Grades Mathematics.
PUB DATE- 01

NOTE- 104p.; With assistance from Cynthia J. Orrell, Anne Shure, and Marianne Thompson.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; *Curriculum Development; *Mathematics Curriculum; Middle Schools; Professional

IDENTIFIERS- Conflict Analysis; Europe; Historical Explanation

On June 28, 1914, while visiting Sarajevo in Bosnia-Herzegovina, Archduke Franz Ferdinand, heir to the Austro-Hungarian empire, was assassinated. The Austrian government blamed Serbia for harboring terrorists and sent the Serbian government an ultimatum with which that country found it impossible to comply. This set in motion a series of alliances. During the month of July, European diplomats debated whether to engage in a war to obtain certain long-sought goals and to justify a huge military buildup. By the end of July all of Europe was poised on the edge of war. In this lesson plan, students, acting as diplomats for the countries involved in the origins of World War I, read and respond to a telegram of July 30, 1914, from Belgium urging the interested countries to avoid war. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the unit's correlation to history/social science and language arts standards, and suggest day-by-day teaching strategies. (BT)

ED 457 057

SO 031 490

Benoit, Bob

Industrial Revolution. Grade 10 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Curriculum Enrichment; *Debate;

Economics; Foreign Countries; Grade 10; High Schools;

***Industrialization; Interdisciplinary Approach; Internet; Role**

Playing; *Simulation; Social Studies; Socioeconomic Influences;

Student Research; *World History; *Writing Assignments

IDENTIFIERS- *Industrial Revolution; Nineteenth Century History;

***Parliament (United Kingdom)**

In this lesson plan, each student acts as a Member of Parliament (MP) in England in 1832 who must analyze the effects of what some people are referring to as the "Industrial Revolution." Students will write a bill, write a speech, and participate in debates. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the unit's correlation to history/social science and language arts standards, suggest day-by-day teaching strategies, provide online resources about Parliament, and include a sample evaluation rubric. (BT)

ED 457 058

SO 031 502

Mayton, Thomas

Around the World in 80 Days--or Less. Grade 9 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 97

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Countries; Geography; Hydrology; Interdisciplinary Approach;
Primary Education; Social Studies; *Water; *Water Resources
IDENTIFIERS- Daily Activities; *Ghana; *Kenya; Peace Corps; World
Wide Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wide Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. This unit, intended for primary grade students, is designed to facilitate students' understandings of daily water use through reading stories from Peace Corps Volunteers who served in Kenya (East African region) and Ghana (West African region). Each student will make a book comparing daily uses of water in America, Kenya, and Ghana. An overall goal is to develop students' understandings of the similarities and differences of water use by the people in Kenyan and Ghanaian communities and their own community. The unit can be used in reading and writing classes. Two to three weeks are needed for completion. The unit lists materials needed, outlines applicable standards, poses discussion questions, and gives student objectives. It details day-by-day procedures for the teacher, suggests a reading assessment and a writing assessment, provides follow-up/enrichment activities, and lists five print resources. (BT)

ED 457 081

SO 032 987

Franz, Kristl Rennebohm

Precious Droplets: The Value of Water. Water in Africa.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 00

NOTE- 40p.; For related units Water in Africa, see SO 032 890-910.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Benchmarking; Comparative Analysis; Curriculum Enrichment; Developing Nations; Foreign Countries; Geography; Hydrology; Interdisciplinary Approach; Primary Education; Social Studies; *Water; *Water Resources
IDENTIFIERS- *Ghana; *Kenya; Peace Corps; Water Drops; World Wide Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wide Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. This unit, intended for primary grade students, is designed to facilitate students' understandings of the value of water through reading stories from Peace Corps Volunteers who served in Kenya (East African region) and Ghana (West African region). Each student will make a book comparing the value of water in the United States, Kenya, and Ghana. An overall goal is to develop students' understandings of the similarities and differences of how the people in Kenyan and Ghanaian communities and their own community value water. The unit can be used in reading and writing classes. Two to three weeks is needed for completion. The unit lists materials needed, outlines applicable standards, poses discussion questions, and gives student objectives. It details day-by-day procedures for the teacher, discusses reading and writing

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Citizen Participation; Citizenship Education;

College Freshmen; Comparative Analysis; Higher Education;

National Surveys; *Political Attitudes; *Politics; Social

Studies; *Voting; Young Adults

IDENTIFIERS- We the People Competition

In February 2001 the Center for Civic Education conducted the first survey of alumni from the "We the People... The Citizen and the Constitution" program. Three Hundred forty-one alumni, who were eligible to vote in November 2000, participated.

Voting and other forms of political engagement formed the core of the study. Since respondents were self selected, findings should be considered suggestive rather than generalizable to all alumni. Alumni were compared with a national probability study from the 2000 National Election Studies (NES) of young people in the same age group of 18- to 30-year-olds and also with over 260,000 college freshmen. This report documents the survey results, which indicate that the alumni surveyed are better informed and participate at higher rates than their peers. Additionally, data suggest that effective civic education may increase voter turnout among youth. (Survey is appended.) (BT)

ED 457 102

SO 032 981

Soule, Suzanne

"We the People... The Citizen and the Constitution": Knowledge of and Support for Democratic Institutions and Processes by Participating Students. National Finals 2001.

PUB DATE- 01

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Citizen Participation; Citizenship Education;

*Competition; *Democracy; Elementary Secondary Education; Group

Activities; National Surveys; *Political Attitudes; Social

Studies; *Student Participation; Student Surveys; Youth

IDENTIFIERS- United States Constitution; *We the People Competition

The "We the People... The Citizen and the Constitution" program is an instructional program on the history and principles of U.S. constitutional democracy for elementary, middle, and high school students. The program is based on curricular materials developed by the Center for Civic Education. At the high school level, classes may choose to enter a formal competition structured as simulated congressional hearings, which are excellent for testing students' knowledge of U.S. democracy, with the brightest classes advancing from congressional, district, and state competitions to the national finals. Twenty-one of the 51 classes that competed at the 2001 national finals in Washington, DC, were randomly selected to participate in the survey (n=345). Findings reveal that, compared with various representative national samples, students participating in the "We the People" program national finals competition possess more knowledge of U.S. democratic institutions and processes. This paper reports on the survey results and is divided into the following parts: (1) "Introduction and Summary of Findings"; (2) "Sampling and Methodology"; (3) "We the People..." Participant Political Knowledge"; (4) "We the People..." Participant Political Attitudes"; (5) "Student Feedback on the 'We the People...' Program"; (6) "Conclusion";

Development; *Urban Education
IDENTIFIERS- *African Americans; Teaching Perspectives

This paper presents a case study as an illustration of the need to probe issues and assumptions that arise when outsider staff developers work with teachers from different cultural and ethnic backgrounds. After tracing the historical and sociopolitical context of urban school reform, the paper examines the author/educator's experience of developing relationships and acting as a mentor to African American teachers in early childhood classrooms in an urban school. Using the framework of African American cultural values and communication codes, the author/educator reexamines and reconsiders her own beliefs and behaviors to better understand problematic staff development situations as seen from different perspectives. The case study illustrates challenges that face outsider staff developers in becoming aware of their own biases in forming relationships and communicating with different ethnic groups. The paper reinterprets specific early childhood practices, such as constructivist learning, caring, and choice, through a comparison of European and African American feminist values and assumptions. It presents implications for differentiating staff development practices to fit the individual, cultural, and sociopolitical contexts of schools and teachers. (Contains 36 references.) (Author/BT)

ED 457 122

80 633 823

Soule, Suzanne
Will They Engage? Political Knowledge, Participation and
Attitudes of Generations X and Y.

PUB DATE- 81

NOTE- 22p.; Paper presented at the German and American
Conference, "Active Participation or a Retreat to Privacy"
(2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Attitude Measures; *Citizen Participation;
Citizenship Education; Cross Sectional Studies; Knowledge
Level; *Political Attitudes; Secondary Education

IDENTIFIERS- *Generation X; *Generation Y; Social Capital

Most data support the thesis of declining civic engagement among Generations X and Y. If levels of civic engagement remain depressed across the life cycles of Generations X and Y, U.S. democracy may be threatened, for there will be fewer engaged people to fulfill the obligations of democratic citizens. The hope is that youths' indifference to politics will change as they mature. This paper presents a portrait of these generations based on available cross-sectional data. The paper explores Generations X and Y's political knowledge and political participation and their political attitudes and values. Research suggests that, in contrast to previous U.S. generations, young people today have fewer opportunities to practice politics in high school student government (Highton and Weifinger, 2001). The data provide some basis for the charge that youth bear responsibility in part for the decline in U.S. social capital. There are some significant differences between Generations X and Y and previous generations. For example, Generations X and Y possess less information about public affairs and are less interested in politics. Data presented here capture Generations X and Y at the low point of their projected life cycle of political engagement. The paper

Ono, Yumiko; Hurley, Casey; Petrovitch-Mwaniki, Lois
Global Partnership Schools: What U.S. and Japanese Teachers Value
Most in the Other Culture of Teaching and Curriculum.

PUB DATE- 01

NOTE- 12p.; Paper presented at the Annual Meeting of the American
Association of Colleges for Teacher Education (53rd, Dallas,
TX, March 1-4, 2001).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(14); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Academic Achievement; Accountability; *Classroom
Techniques; Discipline; Educational Environment; Educational
Technology; Faculty Development; Foreign Countries; Secondary
Education

IDENTIFIERS- Globalization; *Japan

This paper presents information from a project that examined what
Japanese and U.S. teachers valued most about the culture of
teaching and learning in each others' countries. Teachers
participated in global partnership schools in which they had
the opportunity to directly observe all facets of school
operation in the other country. Data come from journals and a
research report prepared by a Japanese cohort in 1999, focusing
on observations by three high school teachers. The observations
and reflections from three journals and reports illustrate
several features of U.S. high school education that the
Japanese teachers agreed upon: emphasis on school discipline,
intensive and extensive use of technology, individualized
instruction, variety of content and delivery methods, classroom
management by the teacher, emphasis on self-initiative and self-
direction, clear and precise descriptions of responsibility,
differentiated support staff for teaching and learning, and
student, teacher, and school accountability measured by
achievement. (SH)

ED 457 142

SP 040 219

Skowron, Janice

How To Differentiate Instruction. Adapted from Chapter 3 of
"Powerful Lesson Planning Models: The Art of 1,000 Decisions."
A Skylight Guide. Grades K-12.

PUB DATE- 01

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Academic Standards; Cognitive Style; *Diversity
(Student); Elementary Secondary Education; Lesson Plans;
*Planning; Teaching Methods

IDENTIFIERS- *Differentiation

This booklet helps teachers understand how to increase student
motivation and interest and how to design lively, creative, and
interactive lessons that will enrich learning. Chapter 1, "The
Differences That Impact Learning," describes the differentiated
classroom and provides teachers with an understanding of the
many variations of how children learn. It focuses on
instructional needs, multiple intelligences, learning
modalities, cognitive levels, student backgrounds, and personal
interests. Chapter 2, "Teaching with a Differentiated

Sprenger, Marilee B.

Becoming a "Wiz" at Brain-Based Teaching: From Translation to Application. How To Make Every Year Your Best Year.

PUB DATE- 92

NOTE- 173p.; Cover page varies.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Brain Hemisphere Functions; *Classroom Techniques; *Cognitive Processes; Cognitive Style; Educational Environment; Elementary Secondary Education; Emotional Response; Memory; Multiple Intelligences; Stress Management; Student Evaluation

IDENTIFIERS- *Brain Based Learning

This book uses an analogy of "The Wizard of Oz" to offer information about cognitive research, sharing simple tactics for implementing these ideas in the classroom. The book discusses expert findings about brain growth, structure, and functions to help teachers and administrators foster a love of learning in all students. Key features include: discussion about memory pathways, learning styles, and multiple intelligences; extensive examples from real school situations where brain research has been applied; tactics for immediately putting brain-based information to work in the classroom; and concrete techniques for using music, teams, rapport building, and brain-state changes to stimulate student learning. The eight chapters are: (1) "The Journey: The Brain Goes to School"; (2) "Following the Yellow Brick Road: Understanding Brain Structure and Function"; (3) "If I Only Had the Nerve: Dealing with Stress"; (4) "If I Only Had a Heart: Emotional Growth"; (5) "If I Only Had a Brain: Complex Cognitive Skills"; (6) "Which Witch is Which? Calming and Controlling the Classroom"; (7) "Dorothy: Teaching Different Brains"; and (8) "No Place Like Home: The Learning Environment." A glossary of terms is included. (Contains 112 references.) (SM)

ED 457 163

SP 040 267

Stone, Randi

Best Practices for High School Classrooms: What Award-Winning Secondary Teachers Do.

PUB DATE- 92

NOTE- 244p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Adolescent Literature; Athletics; Brain; Chinese Culture; *Classroom Techniques; Computer Uses in Education; Creativity; Cultural Awareness; Disabilities; Early Parenthood; Educational Technology; Field Trips; Geography; High Schools; Inclusive Schools; Information Technology; Language Arts; Mainstreaming; Mathematics Instruction; Multicultural Education; Newspapers; Novels; Performance Based Assessment; Physical Education; Physics; Reading Comprehension; Reading Instruction; Role Playing; School Community Relationship; Science Instruction; Secondary Education; *Secondary School Teachers; Social Studies; Statistics; Stereotypes; Student Participation; *Teaching Methods; Teaching Skills; Video Graphic Organizers; Heroes

IDENTIFIERS- Graphic Organizers; Heroes

students are not included in this report. Scores on the grade 4 and grade 7 Writing Assessment rose in 2001, both statewide and in the MCPSS. The percentage of students who scored at or above 2.5 was higher than in previous year for both grades, and scores at both grades were higher than the statewide percentage. Fourth-grade scores increased 10.3 percentage points, to 78.1 in 2001, and seventh-grade scores increased 6.6 percentage points to 77.5. Score increased fluctuated with the type of prompt, which was personal narrative for grade 4 in 1997, 1999, and 2001, and imaginative narrative in 1998 and 2000. In 1997 and 2001, the type of writing tested in grade 7 was expository point-of-view. Detailed score reports for both grades and results for elementary and middle schools in the MCPSS are presented in table form. (SLD)

ED 457 181

TM 033 271

Kirshner, Benjamin R.; O'Donoghue, Jennifer L.
Youth-Adult Research Collaborations: Bringing Youth Voice and Development to the Research Process.
PUB DATE- 01

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- College Students; Cooperation; *Data Collection; *Educational Research; *Ethnography; High School Students; High Schools; Higher Education; Middle School Students; Middle Schools; Research Methodology; Research Reports; *Researchers; Training

This paper constructs a framework for understanding research partnerships with youth and uses this framework to examine a project in which university researchers collaborated with youth to examine their educational institutions and the contexts of their learning. Adult researchers trained and supervised 21 "youth ethnographers" to carry out research among their peers in schools, youth centers, and neighborhoods. As part of a 2-year study of a multi-site youth development initiative in an urban area, the youth ethnographers gathered evidence through interviews, observations, and informal discussions, and reported their findings and analyzed their data about the experiences of youth and the role of neighborhood, school, and peer contexts. The project provided evidence of a variety of benefits of the approach. There were tangible benefits to the youth ethnographers themselves. They learned research skills, earned a stipend, and met new people. The project also had a positive impact on researchers' relations with youth center adult staff. The approach also helped the study gather data to which it would not otherwise have had access. There were also challenges that give cause for reflection, such as the tension between making the project a developmental experience of youth and making it a data collection effort for researchers, or the question of motivating the young participants. Some strategies are suggested to deal with these and associated issues in conducting inquiries with young research assistants. (Contains 43 references.) (SLD)

ED 457 182

TM 033 278

Ohafeori, Bita; Tracz, Susan M.

decision-making process to design an assessment system that is best suited to their particular needs. The assessment system will collect information from children through assessment measures and perhaps other sources of data, such as health records and demographic data. The principles outlined in the guide are based on recommendations from the National Education Goals Panel, other position statements, research, and experiences with assessment systems. The guide discusses wide-scale assessment systems; it does not address evaluations of individual children when screening tests indicate a need for further evaluation. The book focuses on balancing the need for information with concern for children and discusses assessment "shoulds" and "should nots," as well as data collection and assessment safeguards. A separate section considers assessments for kindergarten students. Appendixes include a planning guide for developing an assessment system and references for position statement Web sites and additional information. (SLD)

ED 457 201

TM 033 299

Testasi, Hedwig

Essentials of IAT and Other Storytelling Techniques Assessment.
Essentials of Psychological Assessment Series.

PUB DATE- 01

NOTE- 327p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Children; Cognitive Tests; *Personality Assessment; Personality Measures; Scoring; *Story Telling; Student Evaluation; *Test Interpretation; *Testing

IDENTIFIERS- *Thematic Apperception Test

This book provides guidance into the use of storytelling techniques as an approach to personality assessment and explains how to administer, score, and interpret such tests. The tests discussed include the Thematic Apperception Test (TAT), the Roberts Apperception Test for Children, and the TEMAS (Tell-Me-a-Story). Each chapter contains callout boxes highlighting key concepts and other highlighted materials and test questions to help reinforce the material. The chapters are: (1) "Overview"; (2) "Essentials of Storytelling Administration"; (3) "Essentials of Storytelling Interpretation"; (4) "Essentials of IAT Assessment of Cognition"; (5) "Essentials of IAT Assessment of Emotion"; (6) "Essentials of IAT Assessment of Object Relations"; (7) "Essentials of IAT Assessment of Motivation and Self-Regulation"; (8) "Essentials of the Children's Apperception Test and Other Storytelling Methods for Children"; (9) "Strengths and Weaknesses of Storytelling Assessment Techniques"; and (10) "Illustrative Case Report." An appendix summarizes concepts related to cognition, emotion, relationships, motivation, and self-regulation. (Contains 416 references.) (SLD)

ED 457 202

TM 033 300

DeVito, Pasquale J., Ed.; Koenig, Judith A., Ed.

NAEP Reporting Practices: Investigating District-Level and Market-Basket Reporting. The Compass Series.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 01

Because of the range of student experiences and perceptions, an effective plan to institutionalize and integrate services and programs should include a needs assessment tailored for an individual campus. (Contains 19 references.) (SLD)

ED 456 719

HE 034 276

Higher Education in the United Kingdom. Guide.

PUB DATE- 01

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Colleges; *Educational Finance; *Enrollment; *Financial Support; *Foreign Countries; *Institutional Characteristics; *Postsecondary Education; *Research

IDENTIFIERS- *United Kingdom

This booklet provides an overview of higher education in the United Kingdom. Higher education in the United Kingdom is rich and diverse, provided by many different types of organizations carrying out teaching, scholarship, and research. There are more than 1.8 million students in higher education in the United Kingdom, and 88% are from the United Kingdom, with another 5.5% from the European community. The majority of the 166 universities and colleges in the United Kingdom are in England. United Kingdom higher education funding bodies provide 5.1 billion British pounds for higher education, and an additional 5.1 billion British pounds comes from nongovernment funding. Other government agencies provide 2.6 billion British pounds for higher education. The report contains information about higher education in these chapters: (1) "The Nature of Higher Education"; (2) "Universities and Colleges"; (3) "Funding and Resources"; (4) "Who Studies at HEIs?"; (5) "Courses and Qualifications"; (6) "Research"; (7) "Quality and Standards"; (8) "Impact on the Economy"; (9) "Higher Education Institutions"; (10) "Useful Addresses"; (11) "Sources of Information"; and (12) "Education Structure and Glossary." (SLD)

ED 456 720

HE 034 280

Ridley, Dennis R.; Boone, Mary M.

Alumni Loyalty: A Survey Investigation.

PUB DATE- 01

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Alumni; *Financial Support; Graduate Surveys; Higher Education

IDENTIFIERS- *Loyalty; *Virginia Wesleyan College

One of the objectives of the Strategic Planning Commission at Virginia Wesleyan College was to enhance alumni loyalty. To that end, a survey was developed to study alumni loyalty, beginning with developing a definition of a loyal alumnus/a as one who acknowledged the unique contributions of the college in his or her personal and professional growth and who maintains an active interest in the college. The survey was administered to 66 alumni, and correlations among variables were determined. The respondents represented a group that was more committed than the average graduate as evidenced by a higher than average

Howe, Richard D.
Salary-Trend Study of Faculty in Criminal Justice and Corrections
for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of
faculty in criminal justice and corrections, see ED 442 376.
For other salary-trend studies for 1997-98 and 2000-01, see HE
034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis;

*Correctional Rehabilitation; Higher Education; Intellectual
Disciplines; *Private Colleges; *Public Colleges; Statistical
Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer
Price Index; *Criminal Justice

This report is part of an annual national survey that examines
salaries of full-time teaching faculty in 54 selected
disciplines. Data for the study as a whole were collected from
305 public and 403 private institutions for the baseline year
of 1997-1998 and the trend year of 1999-2000. This portion of
the study covers salary data for faculty in Criminal Justice
and Corrections at 126 public and 73 private institutions for
2000-2001, with comparable numbers for 1997-1998. Data are
presented for average salaries by faculty rank, "faculty mix
percent" (percentage of faculty at each rank), and "salary
factors" (ratio of the average salary in the discipline to the
total institution average). Salary trend information is
compared for public and private institutions for each of the
two study periods with trend information for all fields and
with the Consumer Price Index. The study found that for the
2000-2001 period the average salary of \$52,848 for 825 faculty
in public institutions was approximately 7.3% lower than the
average salary for all faculty in all major fields. The average
salary increase was 1.8% per year for public institutions and
2.5% per year for private institutions above the cost of living
as measured by the Consumer Price Index. Appendixes contain a
list of the selected academic disciplines and lists of public
and private institutions participating in both studies. (SLD)

ED 456 739

HE 034 299

Howe, Richard D.
Salary-Trend Study of Faculty in Curriculum and Instruction for
the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of curriculum and
instruction faculty for 1996-97 and 1999-2000, see ED 442 377.
For other salary-trend studies for 1997-98 and 2000-01, see HE
034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Curriculum;

Higher Education; *Instruction; Intellectual Disciplines;
*Private Colleges; *Public Colleges; Statistical Data; Tables
(Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer
Price Index

This report is part of an annual national survey that examines
salaries of full-time teaching faculty in 54 selected
disciplines. Data for the study as a whole were collected from
305 public and 403 private institutions for the baseline year

institutions and 3.0% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 757

HE 034 317

Howe, Richard D.
Salary-Trend Study of Faculty in Mathematics for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of mathematics faculty for 1996-97 and 1999-2000, see ED 442 395. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Mathematics; Mathematics Instruction; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Mathematics faculty at 300 public and 375 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$56,643 for 5,489 of faculty in public institutions was 0.1% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 0.3% lower than that for all faculty. The average salary increase was 0.9% per year above the cost-of-living for public institutions and 2.0% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 758

HE 034 318

Howe, Richard D.
Salary-Trend Study of Faculty in Multi/Interdisciplinary Studies for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of multi/interdisciplinary studies faculty for 1996-97 and 1999-2000, see ED 442 396. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher

**Salary-Trend Study of Faculty in Speech Pathology and Audiology
for the Years 1997-98 and 2000-01.**

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of speech pathology and audiology faculty for 1996-97 and 1999-2000, see ED 442 413. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Audiology; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Speech Language Pathology; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 395 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Speech pathology and Audiology faculty at 93 public and 30 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$52,989 for 754 faculty in public institutions was approximately 7% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 6.8% lower than that for all faculty. The average salary increase was 1.8% per year above the cost-of-living for public institutions and 0.6% per year below the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 776

HE 034 336

Howe, Richard D.

**Salary-Trend Study of Faculty in Visual and Performing Arts for
the Years 1997-98 and 2000-01.**

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of visual and performing arts faculty for 1996-97 and 1999-2000, see ED 442 414. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-335.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; *Theater Arts; Trend Analysis; *Visual Arts

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from

LANGUAGE- English
 EDRS Price- MF01/PC07 Plus Postage.
 PUB TYPE- Collected Works - General (020), Journal Articles (080)
 DESCRIPTORS- *Access to Education; Accessibility (for Disabled);
 *College Admission; College Bound Students; Disabilities;
 Enrollment Trends; Foreign Countries; French; Grade Inflation;
 *Higher Education; Part Time Students; Student Attitudes
 IDENTIFIERS- *Canada; Francophone Education (Canada); Ontario
 This publication is part of a series that reprints articles on a range of thematic issues published in the "Canadian Journal of Higher Education." This collection focuses on access to postsecondary education in Canada. After a preface and an introduction, the six papers are: "Studying Part-Time in Canada's Universities: A Social Change Perspective" (XIX:1, 1989) (Paul Anisef); "Grade Inflation and University Admission in Ontario: Separating Fact from Fiction" (XXV:3, 1995) (Francis R. Casas and Diane E. Meaghan); "Access to Higher Education in Canada" (XIV:3, 1984) (Neil Guppy); "Accessibility: Students with Disabilities in Universities in Canada" (XXII:1, 1992) (Jennifer Leigh Hill); "The Growth of the Canadian Education System: An Analysis of Transition Probabilities" (XVIII:2, 1988) (Peter C. Pineo and John Goyder); and "Education, Attitudes, and Language of Higher Education: Francophone Students in Northern Ontario" (XXIV:1, 1994) (Derek Wilkinson). (Individual articles contain references.) (5M)

ED 456 797

IR 020 546

Burns, Mary; Dimock, Vicki; Martinez, Danny
 TAP into Learning, Fall-Winter 2000.
 SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
 PUB DATE- 00
 NOTE- 26p.; Winter 2000 is the final issue of "TAP into Learning."
 LANGUAGE- English
 EDRS Price- MF01/PC02 Plus Postage.
 PUB TYPE- Collected Works - Serials (022)
 DESCRIPTORS- Computer Assisted Instruction; Computer Software;
 *Computer Uses in Education; Constructivism (Learning);
 Educational Technology; Elementary Secondary Education;
 *Hypermedia; Interactive Video; Learning; Learning Activities;
 Multimedia Instruction; *Multimedia Materials; Visual Aids
 IDENTIFIERS- Reflective Inquiry; Technology Role
 This document consists of the final three issues of "TAP into Learning" (Technology Assistance Program). The double fall issue focuses on knowledge construction and on using multimedia applications in the classroom. Contents include: "Knowledge Under Construction"; "Hegel and the Dialectic"; "Implications for Teaching and Learning"; "How Can Technology Help in the Developmental Process?"; "Type I and Type II Applications"; "Children's Ways of Learning and the Evolution of the Personal Computer"; "Classroom Example: Trial of Julius Caesar's Murderers and Court Case Website"; "Glossary of World Wide Web Terms"; "Hypermedia: What Do I Need to Use Thought Processing Software?"; and "What Do I Need to Make a Web Page in My Class?" The winter issue, "Learning as an Active and Reflective Process," focuses on the process of learning and on using video in the classroom. Contents include: "Action Reflection = Learning"; "Paulo Freire and Education for Critical Consciousness"; "Combining Action and Reflection in the Classroom"; "Video Documentaries: Stories from the Past"; "Storytelling in a Digital Age"; "Getting Connected"; "Screenwriting Software"; "Video Editing Software"; and "Is

Valdez, Gilbert; McNabb, Mary; Foertsch, Mary; Anderson, Mary;
Hawkes, Mark; Raack, Lenaya
Computer-Based Technology and Learning: Evolving Uses and
Expectations. Revised Edition.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 00

NOTE- 41p.; Provided by North Central Regional Technology in
Education Consortium. For earlier edition, see ED 439 676.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in
Education; Decision Making; Educational Development;
Educational Practices; *Educational Technology; Elementary
Secondary Education; Instructional Effectiveness

IDENTIFIERS- *Technology Role

To understand the value and impact of technology, it must be
recognized that there have been three distinct phases in
technology uses and expectations: Print Automation, Expansion
of Learning Opportunities, and Data-Driven Virtual Learning.
This report takes an in-depth look at these three phases and,
for each, addresses two very important and highly interrelated
questions facing educators as they try to determine the best
use of technology in K-12 settings: (1) What evidence is there
that the use of computer-based technology in each phase has a
positive effect on learning? and (2) What significance do the
findings from each phase have for educators today as they try
to make technology-related decisions that have an impact on
student learning? In Phase I, instruction was characterized by
the use of behavioral-based branching software that relied
heavily on drill and practice to teach segmented content and/or
skills. During Phase II, computers become tools for learner-
centered practices rather than content delivery systems,
helping teachers move from largely isolated learning activities
to applications that involved working in groups. Phase III
carries with it the additional expectation of making schools
more effective through the use of data-driven decision making
of a much more sophisticated nature than previously expected.
The conclusions of this report provide cumulative findings over
the three phases, which are intended to help informed
educators, policymakers, school administrators, school
technical coordinators, and researchers make research-based
decisions regarding the most beneficial approaches to
technology use in K-12 education in the 21st century. (Contains
106 references.) (AEF)

ED 456 817

IR 020 872

Stephenson, John, Ed.
Teaching & Learning Online: Pedagogies for New Technologies.
PUB DATE- 01

NOTE- 224p.; Published by Kogan Page Limited.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in
Education; Curriculum Development; Educational Development;
*Educational Technology; Nontraditional Education; *Online
Systems; Teaching Methods; Technological Advancement;
Technology Integration

This book looks at the developing understanding of approaches to
online teaching and the emergence of pedagogies that will
ensure online teaching and learning materials are effective.

for Internet use in places where individual monitoring is not possible, such as libraries. Data is provided on an Internet license system in which parents or caregivers sign an agreement for their child to access the Internet. Sites are provided under the following curriculum areas: language arts; mathematics; science; foreign languages; general and professional sites for educators; health and physical education; information and communication; music and performing arts; technology in education; and visual arts. (AEF)

ED 456 835

IR 020 982

Cattagni, Anne; Farris, Elizabeth
Internet Access in U.S. Public Schools and Classrooms: 1994-2000.
Statistics in Brief.

PUB DATE- 01

NOTE- 20p.; For the 1994-1999 report, see ED 440 642.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Computers; Computer Uses in Education;
Educational Technology; Elementary Secondary Education;
*Internet; National Surveys; Public Schools; School Surveys;
Tables (Data)

IDENTIFIERS- Acceptable Use Policy; Connectivity; Student
Computer Ratio

Since 1994, the National Center for Education Statistics (NCES) has surveyed public schools to measure what proportion of them is connected to the Internet. In the fall of each academic year, a new nationally representative sample of approximately 1,000 public schools has been surveyed about Internet access and, since 1996, about the types of Internet connections used. In 2000, questions were also asked about access to the Internet at times outside of regular school hours and on acceptable use policies. By the fall of 2000, almost all public schools in the United States had access to the Internet: 98% were connected. In comparison, 35% of public schools had access to the Internet in 1994. The increase in Internet access over the years may have been aided by the allocation of funds through the Education rate (E-rate) program. Another key measure of Internet access in schools is the proportion of instructional rooms connected to the Internet; this percentage increased between 1999 and 2000. The ratio of students to instructional computers in public school had decreased to 5 to 1, the ratio that many experts consider a "reasonable level" for effective use. The ratio of student to instructional computers with Internet access in public schools improved from 9 to 1 in 1999 to 7 to 1 in 2000. In 1996, dial-up Internet connections were used by almost three-fourths (74%) of public schools having Internet access; by 2000, schools tended to use faster dedicated-line Internet connections. In 2000, 54% of public schools with access to the Internet reported that computers with Internet access were available to students outside of regular school hours. Almost all public schools with Internet access had acceptable use policies in 2000, and used various technologies or procedures, such as blocking or filtering software, an intranet system, honor codes for students, or teacher/staff monitoring to control student access to inappropriate material on the Internet. An appendix contains standard error tables. (AEF)

ED 456 836

IR 020 987

Burnham, Byron R.; Gilbert, Virginia E.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Course Content; *Courseware; Distance Education; *Educational Technology; *Instructional Design; Instructional Development; Internet; Online Systems; Teachers; World Wide Web
IDENTIFIERS- *Instructional Systems Design

During the past three years, the role of the instructional systems designer has taken on greater significance for instructors. This is because many faculty members have been asked to put their entire courses online over the World Wide Web. Instructors are now creating a substantial percentage of the online courses with little or no background in instructional systems design. Consequently, some e-learning experts believe the quality of many online courses will not be as high as it should. The good news is there is a large amount of information on instructional systems design available online for instructors. This document contains an annotated bibliography of more than 160 quality online resources on instructional systems design. The resources are grouped as general resources and according to the five basic steps of instructional design--analyze, design, develop, implement, and evaluate. The sites provide free information on how to perform various instructional systems design tasks as well as several examples of good instructional design. Also included is a glossary of 164 key instructional design terms and definitions. (AEF)

ED 456 055

IR 050 308

Reference Collection Development Policy.

PUB DATE- 01

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Libraries; Higher Education; *Library Collection Development; Library Material Selection; *Library Policy; Library Services; *Reference Materials; *Reference Services; Resource Materials

IDENTIFIERS- University of Nebraska Kearney

The purpose of this policy is to outline those principles that guide the development of the Reference Collection at the Calvin I. Ryan Library, University of Nebraska at Kearney. It clarifies, records, and makes public the basic principles that the members of the Reference Department believe should be applied in adding items to or withdrawing items from the Reference Collection. The first eight sections identify the following: purpose; scope; mission; responsibility; definition of a reference book; objective for Reference Department staff; factors to examine when considering material to add to the Reference Collection; and characteristics of items that should not automatically be considered for the Reference Collection. The ninth section provides guidelines for the following types of reference materials: almanacs, annuals and yearbooks; atlases; bibliographies; biographical encyclopedias/dictionaries/directories; career resources; concordances; dictionaries; encyclopedias; genealogy materials; globes; histories (multi-volume); legal materials; maps; medical resources; museum and library catalogs; Nebraska materials; plot summaries; primary document collections; sacred books; standardized examination study guides; student financial aid resources; style manuals; telephone directories; and travel

Issues of Education at Community Colleges: Essays by Fellows in the Mid-Career Fellowship Program at Princeton University, 2000-2001.

PUB DATE- 01

NOTE- 175p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *College Faculty; *Community Colleges; Educational Development; *Educational Practices; Educational Strategies; *Postsecondary Education as a Field of Study; Teacher Attitudes; Teaching Methods; Two Year Colleges

This document contains 11 essays by fellows in the Mid-Career Fellowship Program at Princeton University (New Jersey).

Published in July 2001, the articles in this document include:

(1) "Writing for Community College Students--A New Approach" (David Daniels); (2) "The Fourth Paradigm: Establishing Shared Governance at a New Jersey Community College: The Formation of One Faculty Senate; Viewed within a National Context" (Charles Di Domenico); (3) "A Journey with Students into African American Literature and Culture" (Mary Hatcher); (4) "Challenges to the Brick and Mortar of the Community Colleges" (Marie Kolatis Davies); (5) "Understanding the Challenges of Cross-Cultural Communication in the Community Colleges" (Win Win Kyi); (6) "Struggling with Gender: A Male in Literary Feminism" (Timothy McCracken); (7) "Sitting by the River: Reconnecting Students to the Classroom: A Personal Study" (Vicki Rebaek); (8) "The Affective Domain in Online Education" (Ethel Russell); (9) "Recommendations to Fortify Students Services: Reorganization, Consolidation, and Program Integration" (Steven Stolar); (10) "Student Persistence in Web-based Courses: Identifying a Profile for Success" (Thomas Velasek); (11) "Academic Vitality and the Academic Seminar at Community Colleges" (Darryl Walke). (Each article contains references.) (EMH)

ED 456 874

JC 010 601

Martin, Fred

An Analysis of the College's Economic Impact, 1995-2000.

PUB DATE- 01

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; *Economic Development; *Economic Impact; *Economic Progress; Economics; *School Business Relationship; *School Community Relationship; Two Year Colleges; Vocational Schools

IDENTIFIERS- *Mississippi State Technical Community College TN
This report measures the five-year (1995-2000) economic impact of Mississippi State Technical Community College (PSTCC) on Knox and Blount counties in Tennessee. Results are based on a standard model of economic impact modified for community colleges. The model uses conservative income and employment multipliers to determine PSTCC's economic impact on the following: (1) business volume; (2) local employment; and (3) individual income. The study reveals that over \$124 million in new, non-local, state/federal revenues flowed into the area during 1995-2000 as a result of PSTCC's presence. These

Lloyd, Eva, Ed.

Parenting Matters: What Works in Parenting Education?

PUB DATE- 99

NOTE- 172p.; Part of the What Works Series. Publication supported by the Research and Development Office for the Health and Personal Social Services in Northern Ireland.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- *Child Rearing; Child Welfare; Foreign Countries; *Parent Child Relationship; *Parent Education; Parenthood Education; Parenting Skills; *Parents; *Program Effectiveness; Public Policy

IDENTIFIERS- England; *Program Characteristics

Because the expansion of parenting education is likely to continue, it is important to ensure that methods involved in parenting education are effective. This report summarizes research on the effectiveness of parenting education and provides information to help practitioners develop methods of working with parents that are based on sound research evidence. Although the primary focus is on parenting and relationship skills for parents and caregivers, the report also includes information on preparation for parenthood and family life from childhood to adulthood. Following an executive summary, the chapters are: (1) "Parenting Matters--The Scope and Limits of the Report" (Eva Lloyd); (2) "Assessing Effectiveness" (Tony Newman and Helen Roberts); (3) "What Works in Parent Education Programmes" (Jane Barlow); (4) "Researching the Impact of Parent Training Programmes on Child Conduct Problems" (Carolyn Webster-Stratton); and (5) "Implications for Policy and Practice" (Eva Lloyd). The report notes that despite limitations of research conducted to date, there is evidence that parent education can improve the behavior of preadolescent children, with behaviorally oriented programs producing the largest behavioral change. The report asserts that alongside parenting education there must be a real attempt to address other factors that make it difficult for parents to bring up their children successfully. (Contains 357 references.) (KB)

ED 456 894

PS 029 072

Bernard, Susan

The Mommy and Daddy Guide to Kindergarten: Real-Life Advice and Tips from Parents and Other Experts. A to Z.

PUB DATE- 01

NOTE- 234p.; Written with Cary O. Yager.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- After School Programs; Bilingual Education; Child Behavior; Classroom Techniques; Discipline; Educational Practices; Gifted; Home Schooling; *Kindergarten; *Kindergarten Children; Multicultural Education; Parent Materials; Parent Participation; *Parent Student Relationship; Play; Preschool Curriculum; Preschool Teachers; Primary Education; Private Schools; Public Schools; Scheduling; School Readiness; Selection; *Student Adjustment; Student Evaluation

IDENTIFIERS- Before School Programs

following individual criteria are discussed, including questions about the videotape and questions to be considered: (1) individualization; (2) flexibility; (3) stimulation; (4) structure; (5) independence; and (6) safety. (KB)

ED 456 911

PS 029 754

Hollons, Roberts, Ed.

Kindergartens and Cultures: The Global Diffusion of an Idea.

PUB DATE- 00

NOTE- 320p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Adoption (Ideas); Case Studies; Cultural Influences; *Diffusion (Communication); *Early Childhood Education; *Educational History; Educational Practices; Educational Theories; Foreign Countries; Jews; *Kindergarten; Multicultural Education; Program Descriptions; Public Policy IDENTIFIERS- Australia; China; England; Germany; Japan; Poland; Russia; Turkey; United States; Vietnam; Zionism

This book is a study of the diffusion and transformation of the kindergarten around the turn of the twentieth century, concentrating most centrally on the power of local cultures to respond to and reformulate borrowed ideas. Eleven case studies represent western and nonwestern national histories, various religious traditions, and a range of political systems, all of which embraced the kindergarten as a desirable educational form. The chapters are organized around three central themes: methods and routes of diffusion of kindergarten ideas, function of kindergarten in various political settings, and cultural transformation that had to occur at the classroom level for parents to send young children to school. Following an introduction, the chapters are: (1) "Children between Public and Private Worlds: The Kindergarten and Public Policy in Germany, 1840-Present" (Ann Taylor Allen); (2) "The Letter Killeth": Americanization and Multicultural Education in Kindergartens in the United States, 1856-1920" (Barbara Beatty); (3) "The Kindergarten in England, 1851-1918" (Kevin J. Brehony); (4) "The Development of Kindergartens in Australia at the Turn of the Twentieth Century: A Response to Social Pressures and Educational Influences" (Margaret Clyde); (5) "The Missionary Kindergarten in Japan" (Roberta Hollons); (6) "The Chinese Kindergarten Movement, 1903-1927" (Limin Bai); (7) "Preschool Education in Poland" (Bogna Lorence-Kot and Adam Miniarz); (8) "The Kindergarten and the Revolutionary Tradition in Russia" (Lisa Kirschenbaum); (9) "Managing the Young Anarchists: Kindergartens and National Culture in Postcolonial Vietnam" (Thavesporn Vasavakul); (10) "The Kindergarten in the Ottoman Empire and the Turkish Republic" (Benjamin C. Fortna); and (11) "Education and Culture in Early Childhood: A Revolution in Jewish Schooling, 1899-1948" (Shoshana Sitton). (Each chapter contains references.) (KB)

ED 456 912

PS 029 755

Iannotta, Josh G., Ed.

Montechnical Strategies To Reduce Children's Exposure to Inappropriate Material on the Internet. Summary of a Workshop (December 13, 2000).

SPONS. AGENCY- Department of Justice, Washington, DC.; Department of Education, Washington, DC.; Kellogg Foundation, Battle Creek, MI.

PUB DATE- 01

(1) "Journey on a High-Speed Train: Content Literacy"; (2) "Down in the Dining Car: Social Literacy"; (3) "All Aboard: Community Literacy"; (4) "Toward a Landscape of Kindness: Humanitarian Literacy"; and (5) "Tenders of the Fire: Pedagogical Literacy." (Contains 38 references and 17 books about autism including children's titles.) (KB)

ED 456 931

PS 029 784

Cappello, Dominic; Beecher, Xenia G.
Ten Talks Parents Must Have with Their Children about Drugs & Choices.

PUB DATE- 01

NOTE- 379p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adolescents; Alcoholism; *Child Rearing; *Children; *Decision Making; Definitions; Drinking; Drug Abuse; Drug Addiction; *Drug Education; Drug Use; Marijuana; Parent Child Relationship; *Parent Role; Parents; Self Control; Sexuality; Smoking; Values Education

IDENTIFIERS- Choice Behavior

Many parents know they need to talk with their children about making responsible choices but do not know where to begin. This book offers practical advice on how to begin and what to say to third to twelfth graders about drugs, sexuality, peer pressure, stress, health, the law, and mixed media messages. Each chapter focuses on a different aspect of drug use and is divided into four sections. In the first section are ways for parents to clarify their own values and family rules. The second section centers on situations for parents and children to read, illustrating challenging situations children might face everyday; these scenarios are followed by questions for parents to ask to encourage children to share their views. The third section provides an opportunity for parents to reflect on their child's responses and to identify potential problems. The fourth section contains sample talks with excerpts of actual family conversations. Following an introductory chapter presenting the ten talks philosophy and how the approach is implemented, the book's chapters are: (1) "What Are Drugs? Talking about 'Your' Definitions"; (2) "How Do You Feel? Talking about How Drugs Alter Your Feelings"; (3) "Is That What the Doctor Ordered? Talking about Over-the-Counter and Prescription Drugs"; (4) "Want a Drink? Talking about Alcohol Use and Misuse"; (5) "Where There's Smoke... Talking about Tobacco"; (6) "Changing Perceptions: Talking about Marijuana"; (7) "Different Drugs/Different Dangers: Talking about Definitions and Decisions"; (8) "Personal Choices: Talking about Sexuality and Alcohol and Other Drugs"; (9) "Losing Control/Taking Control: Talking about Addiction"; and (10) "How Families Cope: Talking about Family Values, Rules, and Consequences." The book's afterword emphasizes the community support available to parents related to drug education and choices. (KB)

ED 456 932

PS 029 785

Diffily, Deborah
Using Literature To Teach K-1 Math Concepts: An Annotated Bibliography and Suggested Extension Activities.

DESCRIPTORS- *Academic Achievement; Culturally Relevant Education; Disadvantaged; Dropout Prevention; *Educational Strategies; *High Risk Students; *Hispanic American Students; Intervention; Limited English Speaking; Secondary Education; *Secondary School Students

IDENTIFIERS- *Latinos

While the demand for a highly skilled workforce has increased, several reports have highlighted the poor performance of high school students in reading, math, and science. Moreover, the achievement gap between white and minority students is widening. Latino students have one of the highest dropout rates and they perform less well than their peers on several indices of academic achievement. Moreover, the Latino population is growing rapidly. Factors that influence the achievement of Latino students at the high school level, and over which policymakers have some control, are type of school, quality of teaching, teacher expectations, and English language proficiency. Several interventions hold promise for increasing learning opportunities for Hispanic students. A program that focuses on literacy development across the curriculum is described. Special in-service awareness sessions that include all members of the school community and focus on the needs and characteristics of secondary Latino students have had success in increasing Latino high school completion and college attendance rates. A high school on the Mexico-California border uses teaching strategies that reinforce students' strengths, affirm cultural background, and emphasize native language development. A program developed by the Intercultural Development Research Association that uses cross-age tutoring, role modeling, and student recognition is based on valuing at-risk students and sustaining their efforts with effective coordinated strategies. (TD)

ED 456 950

RC 023 127

Entrepreneurship Everywhere: A Guide to Resources and Models for Entrepreneurship Education.

SPONS. AGENCY- Appalachian Regional Commission, Washington, DC.

PUB DATE- 01

NOTE- 116p.; Updated continuously online.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Business Education; Business

Skills; Consortia; Elementary Secondary Education;

*Entrepreneurship; Higher Education; *Lifelong Learning;

*Organizations (Groups); *Partnerships in Education; Program

Descriptions; *Resource Materials; Rural Education; School

Business Relationship

IDENTIFIERS- *Appalachia

This resource directory examines entrepreneurship education and training programs at all levels of education, with an emphasis on programs in the 13 Appalachian states served by the Appalachian Regional Commission. An introduction is followed by short sections describing the Appalachian Regional Commission and the Consortium for Entrepreneurship Education. A section on national entrepreneurship training programs and organizations presents 22 such organizations. The section on policy, advocacy, and information organizations contains 25 entries. Model programs in Appalachia are presented in a section containing 28 entries for Alabama, Georgia, Kentucky, Maryland, Mississippi, New York, North Carolina, Ohio, Pennsylvania, Tennessee, Virginia, and West Virginia. Thirty-five sample

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *American Indian Education; Boarding Schools; Elementary Secondary Education; Higher Education; Public Agencies; *Schools; Special Education; *Tribally Controlled Education

IDENTIFIERS- *Bureau of Indian Affairs Schools; *Office of Indian Education Programs

This education includes contact information for the Office of Indian Education Programs (OIEP) central, Albuquerque (New Mexico), and personnel offices; the division of school improvement; special education coordinators; family and child education coordinators; and field education officers. Bureau of Indian Affairs (BIA)-funded schools are listed alphabetically. The bulk of the directory is the school detail address listing, which is organized alphabetically by field office. Contact information is given for the field education offices and for each school in their areas. For each school, the principal's and school board president's names are given along with location code, school type, and grade range. The final sections present contact information for postsecondary schools, tribally controlled community colleges and universities, and BIA region offices. In school year 2000-2001, 644 elementary and secondary schools and 1 peripheral dormitory were operated by the BIA. An additional 107 elementary and secondary schools and 13 peripheral dormitories were operated by Indian tribes and tribal organizations under contract/grant with the BIA. Two postsecondary institutions were operated by the BIA, and twenty-five tribally controlled community colleges and universities were funded through the BIA. The OIEP has 24 education line officers, all of whom report directly to the Deputy Director of School Operations, OIEP. (TD)

ED 456 968

RC 023 160

Booth, Margaret Zoller

The Home Environment and School Achievement: A Longitudinal Study of Primary School Children in Swaziland.

SPONS- AGENCY- Spencer Foundation, Chicago, IL.

PUB DATE- 99

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Dropout Rate; *Educational Attainment; Elementary Education; *Elementary School Students; *Family Environment; *Fatherless Family; Females; Foreign Countries; Males; Migrant Workers; Parent Influence; Parent Student Relationship; Role Models; Rural Education; School Readiness; *Sex Differences

IDENTIFIERS- *Swaziland

In rural Swaziland, fathers often migrate for work, leaving wives and children behind. The family is denied the presence of a husband, father, and role model, as well as economic support, which fathers often fail to remit home regularly. A longitudinal study investigated the effects of parent availability and other home characteristics on the school achievement of 80 rural Swazi children in 6 schools. Results indicate that father absence was a significant detriment for Swazi children, particularly boys, as they progressed through school. When compared to other home characteristics, parental availability was one of the top predictors of school success, followed by the amount of time available at home for schoolwork, regularity of parental reading at home, regularity of the child being read to at home, presence of someone to aid

NOTE- 115p.; In: Rural Substance Abuse: State of Knowledge and Issues. NIDA Research Monograph 168; see RC 023 179.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; *Alcohol Abuse; Alcohol Education; *Drinking; Elementary Secondary Education; Etiology; *Prevention; *Program Design; Public Health; *Research Needs; Risk; Rural Environment; *Rural Youth; School Activities; Social Environment

Little is known about preventing alcohol use by youth in rural America, and almost no rural alcohol prevention program has been evaluated. To address these deficiencies, this paper critically examines the issue of alcohol use by rural youth within a public health framework. The literature is reviewed to identify what is known about the prevalence of rural teenage drinking and heavy drinking; demographic correlates of rural adolescent drinking; consequences of alcohol use by rural youth; causes of rural adolescent drinking related to family, peers, school, and personality; the ecology of alcohol use by rural youth; and macro characteristics of the rural environment that influence adolescent drinking. An overview of current prevention efforts is then provided. These include school-based programs (classroom alcohol and drug education, extracurricular activities, student intervention services, peer-managed self-monitoring, parent involvement); community-based programs (youth programs, media campaigns, community coalitions and networking, grassroots movements); and policy approaches (laws and their enforcement). Next, the match between problem and solution is assessed to reveal gaps in knowledge about rural teenage drinking and discrepancies between available knowledge and current prevention practice. The analysis focuses on problem definition, program design and implementation, and program evaluation. Extensive recommendations are offered for policy and research. (Contains 292 references.) (SV)

ED 456 986

RC 023 186

Biglan, Anthony; Duncan, Terry; Irvine, A. Blair; Ary, Dennis; Smolkowski, Keith; James, Lisa
A Drug Abuse Prevention Strategy for Rural America.

PUB DATE- 97

NOTE- 35p.; In: Rural Substance Abuse: State of Knowledge and Issues. NIDA Research Monograph 168; see RC 023 179.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; Change Strategies; Community Needs; *Community Programs; *Drug Abuse; Parent Child Relationship; *Parent Education; *Prevention; *Program Development; Rural Areas; *Rural Youth; School Role; Youth Problems
IDENTIFIERS- *Family Community Relationship

This paper describes strategies for developing drug abuse prevention programs in rural communities, based on available evidence about factors contributing to drug abuse. Comprehensive interventions to prevent drug abuse and other youth problems are needed because drug abuse is entwined with other problem behaviors and stems from a complex set of social context factors. Community interventions must supplement the prevention efforts of schools and families. The most proximal influence on adolescent substance abuse appears to be association with substance-using peers. Parenting practices also influence adolescent drug use, most notably parental

ED 457 008

SE 065 165

Halverson, Catherine; Strang, Craig
Only One Ocean: Marine Science Activities for Grades 5-8.
Teacher's Guide.

PUB DATE- 01

NOTE- 190p.; Written with Kimi Hosoume. Publication made possible by a grant from the Employees Community Fund of Boeing California and the Boeing Corporation (originally the McDonnell-Douglas Foundation and Employee's Community Fund).

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conservation (Environment); Critical Thinking;
Freehand Drawing; Intermediate Grades; Junior High Schools;
Marine Education; Models; *Oceanography; Perception; *Science
Activities; Science Curriculum; Science Instruction

IDENTIFIERS- Oceans

This guide was designed by the Marine Activities, Resources & Education (MARE) Program through the Great Explorations in Math and Science (GEMS) ongoing curriculum development program for middle school students. This GEMS guide addresses the concepts of the interconnectedness of the ocean basins, respect for organisms, oceanography, physical geography, upwelling zones, ocean resources, adaptation form and function, over-fishing, alternative perspectives, and consumer and environmental awareness. Activity units include: (1) "Apples and Oceans"; (2) "Squids--Outside and Inside"; and (3) "What's the Catch?" Eleven classroom sessions are also included. (YDS)

ED 457 009

SE 065 167

Lawrence, Lisa
Snakes: An Integrated Unit Plan.

PUB DATE- 01

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Animals; Computer Software; Computer Uses in
Education; Grade 2; *Integrated Curriculum; Language Arts;
*Lesson Plans; Maps; Mathematics; Primary Education; Safety;
Science Education; Social Studies

IDENTIFIERS- Snakes

This document presents an integrated unit plan on snakes targeting second grade students. Objectives of the unit include developing concepts of living things, understanding the contribution and importance of snakes to the environment, and making connections between different disciplines. The unit integrates the topic of snakes into the areas of science, mathematics, social studies, and language arts. (Contains 18 references.) (YDS)

ED 457 010

SE 065 168

Glazer, Evan
Using Internet Primary Sources To Teach Critical Thinking Skills
in Mathematics. Greenwood Professional Guides in School
Librarianship.

PUB DATE- 01

NOTE- 240p.

Development; Secondary Education

This handbook is designed to guide middle school teachers, principals, and curriculum leaders through the mathematics curriculum selection process, helping them choose and use curricula that promote high standards of student achievement. A set of questions for curriculum decision making is posed that corresponds to a framework focused on three priorities: (1) academic rigor; (2) equity; and (3) developmental appropriateness. Vignettes drawn from interviews with practitioners suggest what exemplary curricula look like in action and the kinds of professional development that help teachers implement them. Also included are profiles of high-quality curricula that illustrate the qualities identified in the framework as well as information on additional curricula and professional development resources available in print and online. (MM)

ED 457 037

SE 065 250

The Nation's Report Card: Mathematics Highlights, 2000.

PUB DATE- 01

NOTE- 17p.; Some type may be very small. For the full report, see ED 453 086.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; Grade 12; Grade 4; Grade 8; *Mathematics Achievement; *Mathematics Instruction; *National Competency Tests; Standardized Tests; *Student Evaluation; Tables (Data); *Test Interpretation

IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the nation's only ongoing representative sample survey of student achievement in core subject areas. In 2000, NAEP conducted a national mathematics assessment of fourth-, eighth-, and twelfth-grade students. State-level results were also collected at the fourth and eighth grades within participating states and jurisdictions. This report presents highlights of the results of the NAEP 2000 mathematics assessment for the nation and the states. Comparisons are made to performance in previous national assessments in 1990, 1992, and 1996 at grades 4, 8, and 12. Comparison data are given both within and across participating jurisdictions for 1992, 1996, and 2000 at grade 4, and for 1990, 1992, 1996, and 2000 at grade 8. Student performance is reported in terms of average scale scores on the NAEP mathematics scale and by the percentages of students who attained the achievement levels set by the National Assessment Governing Board (NAGB). In addition, percentile distributions and demographic subgroup results are presented, including results by gender, race/ethnicity, region of the country, type of school location, school type, and student eligibility for the free/reduced price lunch program. The report also includes sample test questions and examples of student responses. (MM)

ED 457 038

SE 065 255

Jenkins, Deborah Balner

Characteristics of Enduring Partnerships.

PUB DATE- 01

NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).

LANGUAGE- English

Use - Teaching Guides (For Teacher) (052)
 DESCRIPTORS- Academic Standards; Area Studies; Cooperative Learning; Current Events; *Geography; Grade 9; Grouping (Instructional Purposes); High Schools; History; Human Geography; Interdisciplinary Approach; *Physical Geography; Role Playing; Social Studies; Student Research; *World History
 In this lesson, student teams role-play policy experts who identify, evaluate, and choose countries that will participate in an international education and assistance program. Students evaluate political, economic, environmental, historical, and geographical issues. Teams will judge which countries should or should not receive aid and recognition. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the application of history/social science and information literacy standards, and suggest teaching strategies. (RJC)

ED 457 059 SO 031 508

Renger, Marilyn
 Corps of Discovery: Voyaging with Lewis and Clark. Grade 8 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
 PUB DATE- 99
 NOTE- 12p.
 LANGUAGE- English
 EDRS Price- MF01/PC01 Plus Postage.
 PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051); Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
 DESCRIPTORS- Academic Standards; Cooperative Learning; Geography; Grade 8; Interdisciplinary Approach; Internet; Journal Writing; Map Skills; Middle Schools; Role Playing; Secondary Education; Social Studies; Student Research; *United States History
 IDENTIFIERS- *Frontier History; Jefferson (Thomas); Lewis and Clark Expedition; Louisiana Purchase; Louisiana Territory; Sacajawea

In this lesson, students role-play supporting members of the original Lewis and Clark expedition of the Louisiana Territory. Students research the expedition and create journals of their journey. The journals are meant to be historically accurate, and students will include items such as maps, personal written entries, illustrations, and reflections on the leaders of the expedition. Students are provided with background information, detailed instructions, and on-line resources. The teacher's notes describe the unit's purpose, explain the application of history/social science and language arts standards, and suggest teaching strategies. (BB)

ED 457 060 SO 031 509

McDonald, David
 Will America Fall Apart Like the Maya? Grade 7 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
 PUB DATE- 99
 NOTE- 8p.
 LANGUAGE- English
 EDRS Price- MF01/PC01 Plus Postage.
 PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
 DESCRIPTORS- Archaeology; Curriculum Enrichment; Foreign

assessment, suggests follow-up/enrichment activities, and lists five print resources. (BT)

ED 457 082

SO 032 908

Maher, Robert

Climate and Water in Ghana. Water in Africa.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 00

NOTE- 62p.; For related Water in Africa units, see SO 032 890-910.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Benchmarking; *Climate;

Curriculum Enrichment; Developing Nations; Elementary

Education; Foreign Countries; Geography; Hydrology;

Interdisciplinary Approach; *Physical Environment; Social

Studies; *Water

IDENTIFIERS- *Ghana; Peace Corps; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. Intended for third to fifth grade students, this unit uses the dramatic contrast between the rainy season and the dry season in West Africa--specifically Ghana--to help students learn about climate. Student will define climate, cite its features, discover their area's climate, and apply this knowledge to their study of the ways climate affects people and the environment. The unit can be used in science or geography classes. Four days are needed for completion. The unit lists materials needed, outlines applicable standards, poses discussion questions, and gives student objectives. It details day-by-day procedures for the teacher, provides a rubric for assessment, suggests follow-up/enrichment activities, and lists nine print and on-line resources. (BT)

ED 457 083

SO 032 909

Maher, Robert

Water Uses and Children's Lives in East Africa. Water in Africa.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 00

NOTE- 100p.; For related units, see SO 032 890-910.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Benchmarking; *Children;

Comparative Analysis; *Cultural Context; Curriculum Enrichment;

Developing Nations; Elementary Education; Foreign Countries;

Geography; Hydrology; Interdisciplinary Approach; Social

Studies; *Water

IDENTIFIERS- *Africa (East); *Daily Activities; Kenya; Peace

Corps; Tanzania; United States; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created

(7) "References"; and (8) "Attachment A (Survey Instrument)."
(BT)

ED 457 103

SO 032 904

Wineburg, Sam

Historical Thinking and Other Unnatural Acts: Charting the Future
of Teaching the Past. Critical Perspectives on the Past.

PUB DATE- 01

NOTE- 272p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art
Materials (070)

DESCRIPTORS- Ambiguity; *Culture Conflict; Elementary Secondary
Education; Higher Education; *Historiography; *History
Instruction; Primary Sources; *Theory Practice Relationship
IDENTIFIERS- Historical Research

What ways of thinking, writing, and questioning would be lost if
we eliminated history from the curriculum? The essays in this
book begin with the basic assumption that history teaches
people a way to make choices, to balance opinions, to tell
stories, and to become uneasy--when necessary--about the
stories that are told. The book is concerned with the question
of understanding historical understanding. What is it that
historians do when they "read historically?" What acts of
cognition lead to sophisticated historical interpretations?
Chapter 1 provides an overview of its themes. Chapter 2 focuses
on the challenges faced by novices in learning history. Chapter
3 compares the readings of high school students with those of
professional historians. Chapter 4 is a case study of two
college students, both preparing to become teachers. Chapter 5
focuses on how fifth and seventh graders "pictured the past" by
making drawings of Pilgrims, Western Settlers, and Hippies.
Their responses show the resilience, in the face of curriculum
interventions designed to overcome them, of traditional
assumptions about gender. Chapters 6, 7, and 8 take up history
teaching. Chapters 9 and 10 seek a broader context for history
instruction by considering it alongside other "memory sites" in
society. (Each chapter includes notes.) (BT)

ED 457 104

SO 032 905

Leung, Cynthia; Best, Gill

Asian Students and Humanities Subjects: Report to the Equity and
Social Justice Branch, Victoria University.

PUB DATE- 01

NOTE- 48p.; Project funded by the Equity and Social Justice
Branch of Victoria University (Australia) through the Higher
Education Equity Program.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Test,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Factor Analysis; Foreign Countries; Higher
Education; *Humanities; Interviews; Qualitative Research;
Questionnaires; Social Science Research; *Student Attitudes
IDENTIFIERS- Academic Support Services; *Asian Students;
*Australia

Australia is a multicultural society and, in recent years, Asian
immigration has increased tremendously. In terms of the
educational participation of Asian-Australian students,
students from non-English-speaking backgrounds are not highly
represented in humanities, arts, and education courses. They

calls for more studies, especially longitudinal, to determine which factors will motivate Generations X and Y to engage in politics. Contains 9 tables and 20 references. (BT)

ED 457 123

SO 033 024

Klopp, Carol; Toole, Pamela; Toole, James
Pondering Learning: Connecting Multiple Intelligences and Service-Learning.

PUB DATE- 01

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; *Learning Processes; *Multiple Intelligences; *School Community Programs; *Service Learning; *Student Participation; *Student Volunteers

IDENTIFIERS- Gardner (Howard)

Service learning, an instructional strategy for educators, has the potential to challenge students in diverse ways. It offers students experiential learning opportunities that are personally engaging, are educationally rigorous, require the direct application of knowledge and critical thinking skills, and transform both the community and the learner. Service learning comprises a strong match with what are termed "brain compatible strategies" for the classroom, such as the Multiple Intelligences Theory. The theory of multiple intelligences provides a powerful framework for service-learning practitioners to use in implementing both the service and the learning dimensions of their pedagogy. This booklet addresses the connections between the two. The booklet is divided into the following sections: "Introduction"; "Multiple Intelligences Theory" ("History and Background of Multiple Intelligences"; "Definitions of Eight Intelligences"; "Key Points in Multiple Intelligences Theory"); "The Elements of Service Learning" ("Definition of Service-Learning"; "Service-Learning Working with Multiple Intelligences" ("Elementary School"; "Middle School"; "High School"); "The Eight Intelligences as Eight Paths to Service"; and "Conclusion." (Contains 14 references.) (BT)

ED 457 124

SO 033 027

Sabo, George, III; Restrepo, Luis Fernando; Jones, Linda
First Encounters: Native Americans and Europeans in the Mississippi Valley. CD-ROM.

SPONS. AGENCY- National Endowment for the Humanities (NEH), Washington, DC.

PUB DATE- 00

NOTE- 0p.; Produced by Arkansas Archeological Survey, a division of the University of Arkansas System, and members of the University of Arkansas at Fayetteville Department of Foreign Languages. Minimum system requirements for Microsoft Windows: Pentium-class computer with 16 MB RAM; Microsoft Windows 95, 98, NT 4.0, or 2000; Quicktime 4.0 or higher (included on this CD); 2X CD-ROM drive; and sound card. Also available for Macintosh.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Historical Materials (060); Non-print Media (100)

Approach," focuses on teaching strategies for differentiated instruction (cooperative learning, individual learning, learning centers, technology tools, and textbooks) and presents the differentiated instructional design matrix. Chapter 3, "Planning Guide for Differentiated Instruction," provides practical decision-driven planning tools. The guide has three sections: Desired Results, Lesson Design, and Evidence of Learning. Each section is divided into three columns. Column one contains a series of questions related to differentiated instruction and learning outcomes. Column two contains information and data to facilitate answering the planning questions in column one. Column three contains notes and comments related to the differentiated instructional design process. (Contains 17 bibliographic references.) (SM)

ED 457 143

SP 040 222

Released Items: Missouri Assessment Program (MAP), Elementary Health/Physical Education, Spring 2000. Grade 5.

PUB DATE- 00

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Comprehensive School Health Education; Grade 5; Health Behavior; Health Promotion; Intermediate Grades; Knowledge Level; *Physical Education; Scoring; Student Evaluation

IDENTIFIERS- Knowledge Utilization; *Missouri Assessment Program

This document presents 10 released items from the Health/Physical Education Missouri Assessment Program (MAP) test given in the spring of 2000 to fifth graders. Items from the test sessions include: selected-response (multiple choice), constructed-response, and a performance event. The selected-response items consist of individual questions followed by four response options, one of which is correct. The constructed-response items require students to construct appropriate responses to questions asked. The performance event includes a series of constructed-response items relating to a specific scenario. These items provide insight into students' ability to apply knowledge in different situations. Materials also include scoring guides and anchor papers for the constructed-response items and performance event. Anchor papers were selected from student papers that were scored by a group of Missouri teachers. They represent the different points possible as established by the scoring guides. Annotations shown with each paper explain the reasons for assigning indicated scores. Items for the Health/Physical Education MAP are organized around nine topics/themes: Body Systems, Consumer Health, Disease Prevention and Control, Physical and Mental Health, Life Management Skills, Nutrition, Physical Fitness and Movement, Safety and Emergency Responses, and Tobacco, Alcohol, and Other Drug Prevention. (SM)

ED 457 144

SP 040 223

Hello, Robin A.

Passing the Torch: Developing Students' Professional Identity through Connected Narratives.

PUB DATE- 01

NOTE- 24p.; Paper presented at the Annual Meeting of the American

This book provides guidance on high-impact teaching practices, offering first-hand accounts of award-winning teachers. Nine chapters include: (1) "Award-Winning Words of Wisdom," with topics: "High School Teaching Tips" (Jenny W. Holmstrom); "What Is a Good Teacher?" (Carey Jenkins); "Student Creativity" (Ronald W. Poplau); "Breaking Stereotypes through Interactive Role Planning" (Debra D. Peppers); and "The Deer of Good Becomes Good" (Ronald W. Poplau); (2) "Succeeding with Reading and Writing Instruction," with topics: "Graphic Organizers and Their Enhancement of Reading Comprehension at the Secondary Level" (Norma Butler May); "The Hero in Literature and in Life" (Terrie Saunders); "The Newspaper and the Novel" (Terrie Saunders); "Performance Assessment: Mixed Media in the Literature Class" (Jean E. Keppel Baldikoski); "Language Arts" (Debra Calvert); "The Multicultural Independent Study" (Terrie Saunders); "Chinese Literature and Culture, Lesson 1" (Wanda Jones Thomas); and "Succeeding with Reading and Writing Instructions and Learning Tolerance by Studying Another Culture through Literature: Chinese Literature and Culture, Lesson 2" (Wanda Jones Thomas); (3) "Succeeding with Mathematics Instruction," with topics: "What's Your Sport? A Statistical Challenge" (Linda E. Hains); "Using Boxes, Philosophy, and Art To Explain Limits" (Jenny W. Holmstrom); "Integrating Instructional Videos in the Classroom" (Jenny W. Holmstrom); "Factoring Fiesta" (Eileen Stewart); and "Growing, Growing, GROWING!!! A Statistical Journey" (Linda E. Hains); (4) "Exploring Science, Math, and Technology," with topics: "Students as Teachers" (Douglas L. Bailor); "The Science Learning Center" (Shirley Newton); "Physics and Technology" (William Ennis); "Educational Stories" (Douglas L. Bailor); "The 'Peer Celebration'" (Carmen Gumina); "Building and Flying Remote-Controlled Model Airplanes" (Douglas L. Bailor); and "Determining the Brain's Processing Time Using Two Different Methods" (Roy Coleman); (5) "Threading Technology through the Curriculum," with topics: "Living Textbook Project" (Linda E. Hains); and "Keeping Rural South Dakota Students in Touch with the World" (Brenda Lynch); (6) "Considering Special Needs," with topics: "Integrating Inclusion in the Classroom with the Help of Technology" (Rebecca Kelly); and "The I CAN Work Program" (Nancy Barnett); (7) "Teaching Social Studies and Geography in the High School Grades," with topics: "Reading Books Instead of Book Reviews" (James Wade D'Acosta); "Teacher for a Day" (Janine A. Jellander); and "Scenario Groups" (James Wade D'Acosta); (8) "Looking at Visual Arts and Physical Education," with topics: "Visual Arts Standards and Creativity" (Diana W. McDougal); and "Choose Adventure" (Nancy J. Pudas); and (9) "Topic Smorgasbord: Sharing More Key High School Issues and Perspectives," with topics: "Making Community Connections" (Karla Mullen); "Teenage Parents and High School: A Partnership for Success" (Debbie Kelley); and "Field Trips" (James Wade D'Acosta). (SM)

ED 457 164

TM 032 646

Rudner, Lawrence M.
Measurement Decision Theory.
SPONS. AGENCY- National Inst. on Student Achievement, Curriculum,
and Assessment (ED/OERI), Washington, DC.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Mathematical Models; *Measurement

**Effectiveness of Cognitive-Behavioral Therapy in Reducing
Classroom Disruptive Behaviors: A Meta-Analysis.**

PUB DATE- 01

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Behavior Modification; *Behavior Problems;

*Cognitive Restructuring; Elementary Education; *Elementary
School Students; Meta Analysis; *Outcomes of Treatment; Program
Effectiveness; *Therapy

A meta-analysis was conducted to evaluate the success of cognitive-behavioral therapy in reducing disruptive behaviors exhibited by school-age children in a school setting. Twenty-seven articles about studies using cognitive-behavioral therapy and a teacher measure of disruptive behavior were analyzed critically, and appropriate outcome measures were included in the analysis. Meta-analysis of these studies revealed that children who received cognitive-behavioral therapy displayed fewer disruptive behavior problems than did children who did not receive a cognitive-behavioral intervention. Cognitive-behavioral therapy used in conjunction with teacher-implemented contingencies was not found to be more effective in reducing disruptive behavior than cognitive-behavioral therapy alone. Also, no global difference in disruptive behavior was found relative to treatment administered in a school setting as compared to other settings. A difference in level of disruptive behavior was found with respect to the following factors: ethnicity, diagnosis, and socioeconomic status. (Contains 77 references.) (Author)

ED 457 183

TM 033 279

Hong, Ming; Wiser, Randall F.; Newman, Larry S.
Examining Reliability and Validity of Job Analysis Survey Data.

PUB DATE- 99

NOTE- 49p.; An earlier version of this paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 26-22, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports -

Research/Technical (143); Speeches, Conference Papers, "Papers
Presented at..." (150)

DESCRIPTORS- Generalizability Theory; Goodness of Fit; Item
Response Theory; *Job Analysis; Rating Scales; *Reliability;
*Sample Size; Surveys; *Validity

IDENTIFIERS- FACETS Model; Rasch Model

Job analysis has played a fundamental role in developing and validating licensure and certification examinations, but research on what constitutes reliable and valid job analysis data is lacking. This paper examines the reliability and validity of job analysis survey results. Generalizability theory and the multi-facet Rasch item response theory (IRT) model (FACETS) are applied to investigate consistency and generalizability in task importance measures, suggest reliable sample size, justify the number and use of rating scales, and detect possible rating errors. By using random samples from job analysis data for two professions with divergent job activities, the study finds that a representative sample as small as 400 respondents produced reliable estimates of task importance to the same degree of generalizability as obtained from a larger sample of job analysis respondents. Analyses of rating scales suggest that the effectiveness of using differing

NOTE- 153p.; Produced by the Committee on NAEP Reporting Practices.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Elementary Secondary Education; Research

Methodology; *Research Reports; *School Districts; Test Format;

Test Items; *Test Results

IDENTIFIERS- *Market Analysis; *National Assessment of Educational Progress

A committee of the National Research Council studied the desirability, feasibility, and potential impact of two reporting practices for National Assessment of Educational Progress (NAEP) results: district-level reporting and market-basket reporting. NAEP's sponsors believe that reporting district-level NAEP results would support state and local education reform efforts. The proposal for a market-based approach to NAEP reporting is based on the belief that the large-scale release of a market-basket set of items could demystify the assessment by providing many examples of the content and skills assessed and the format of items. Using percent correct scores to summarize performance on the market basket would be an attempt to make test results more user friendly. Data from a variety of sources, including workshops attended by representatives of the National Assessment Governing Board, the National Center for Education Statistics, and other interested parties, were used to examine these issues and those posed by the use of a NAEP short form. Market research emphasizing both needs analysis and product analysis is necessary to evaluate the level of interest in district-level reporting, and the decision to move ahead should be based on real interest. Any decisions about the configuration of the NAEP market basket will involve tradeoffs, and some methods would result in simpler procedures than others without supporting the desired inferences. If the decision is made to design a market basket for the NAEP, its configurations should be based on a clear articulation of the purposes and objectives of the market basket. These new reporting practices would provide information that would receive attention from new audiences for NAEP results. The potential of these reporting methods for significant impact on curriculum and assessment at local levels is high. If either is implemented, program sponsors should develop intensive support systems. One appendix discusses the background and current uses of the consumer price index, and the other illustrates a usability evaluation of depicting changes in reading scores. (Contains 4 figures, 2 tables, and 103 references.) (SLD)

ED 457 203

TM 033 301

Gates, Susan M.; Augustine, Catherine N.; Benjamin, Roger; Bikson, Tori K.; Derghazarian, Eric; Kaganeff, Yessa; Levy, Dina G.; Meini, Joy S.; Zimmer, Ron W.

Ensuring the Quality and Productivity of Education and Professional Development Activities: A Review of Approaches and Lessons for DoD.

SPONS. AGENCY- Office of the Secretary of Defense (DDO), Washington, DC.

PUB DATE- 01

NOTE- 259p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

alumni giving rate. Survey results suggest that sustaining loyalty can be more problematic for alumni who reside far from the college, where the institution is less well known. Data suggest that efforts to keep alumni informed about the college, available courses, and events for alumni enhance interest and support. Survey findings also suggest that emphasis on a customer service orientation will increase alumni interest. As a whole, survey results confirm that there is more than one way of being loyal, and there is probably no one way to promote loyalty. (SLD)

ED 456 721

HE 034 281

Adelman, Clifford

The New College Course Map and Transcript Files: Changes in Course-Taking and Achievement, 1972-1993. Based on the Postsecondary Records from Two National Longitudinal Studies.

PUB DATE- 95

NOTE- 298p.; For the 1990 "College Course Map" based on a 1972 study, see ED 326 153. Pages viii and ix are identical. Special support for this project provided by the Program and Evaluation Service, Office of the Undersecretary, U.S. Department of Education and the Division of Educational Resources and Evaluation of the National Science Foundation.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reference Materials - Vocabularies/Classifications (134), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Records; Classification; Colleges; *Course Selection (Students); *Courses; Degrees (Academic); Demography; Higher Education; National Surveys; Statistical Data; Student Attrition; *Student Characteristics

IDENTIFIERS- *Classification of Instructional Programs

This document presents a national tapestry of what is studied where, and by whom, in U.S. colleges, community colleges, and postsecondary trade schools. The "Map" is based on empirical information from national samples of postsecondary transcripts in two national longitudinal studies, the National Longitudinal Study of the High School Class of 1972 (NLS-72) and the High School and Beyond/Sophomore Cohort (HSB/SO). The cohorts of the HSB/SO were scheduled to graduate from high school in 1982. Participation in postsecondary education expanded considerably during the period from 1972 to 1993, but the rate of completing any credentials by age 30 did not increase. The rate of bachelor's degree completion declined in the same period, as did the rate at which bachelor's degree recipients entered graduate or professional school. Time-to-degree increased by 7%, and the average number of credits earned by students also increased. The document has seven major sections: (1) "Making the Map," a description of the methodology; (2) "Degrees, Majors, Credits, and Time," a study of the long-term educational attainment of both cohorts; (3) "The Changing Shape of Delivered Knowledge," the taxonomy of courses derived from the samples; (4) "Who Provides?", the distribution of attempted courses by institution type; (5) "The Empirical Core Curriculum," a study of student course taking; (6) "Changes in the Proportion of Students Earning Undergraduate Credits in Specific Courses," an analysis of changes in student credits; and (7) "Undergraduate Grades: A Complex Story," the analysis of student achievement. Two appendixes contain technical notes and notes on data sources. (Contains 12 tables and 38 references.) (SLD)

of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Curriculum and Instruction at 85 public and 26 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$51,689 for 1,269 faculty in public institutions was approximately 9.7% lower than the average salary for all faculty in all major fields. The average salary increase was 0.7% per year above the cost of living for public institutions and 0.1% per year for private institutions below the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 740

HE 034 300

Howe, Richard D.

Salary-Trend Study of Faculty in Drama/Theater Arts and Stagecraft for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study on faculty in drama/theater arts and stagecraft, see ED 442 378. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; *Theater Arts; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Drama/Theater Arts and Stagecraft at 93 public and 216 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$50,067 for 1,220 faculty in public institutions was approximately 13.2% lower than the average salary for all faculty in all major fields. The average salary increase was 0.4% per year for public institutions and 0.8% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

Education; Intellectual Disciplines; *Interdisciplinary Approach; *Multicultural Education; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Multi/Interdisciplinary Studies faculty at 56 public and 44 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$56,093 for 472 faculty in public institutions was approximately 1.1% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 5.2% lower than that for all faculty. The average salary increase was 3.6% per year above the cost-of-living for public institutions and 0.4% each year below the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 759

HE 034 319

Howe, Richard D.
Salary-Trend Study of Faculty in Music for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of music faculty for 1996-97 and 1999-2000, see ED 442 397. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Music Education; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Music faculty at 256 public and 291 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend

305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Visual and Performing Arts faculty at 90 public and 71 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$49,065 for 878 faculty in public institutions was approximately 15.6% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was approximately 17% lower than that for all faculty. The average salary increase was 0.03% per year above the cost-of-living for public institutions and 0.4% per year above the cost of living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 777

HE 034 337

Gray, David E., Ed.; Griffin, Colin, Ed.
Post-Compulsory Education and the New Millennium. Higher
Education Policy Series 54.

PUB DATE- 00

NOTE- 288p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- *Educational Change; Educational Policy; Foreign
Countries; *Futures (of Society); *Postsecondary Education;
Training; *Vocational Education

IDENTIFIERS- *United Kingdom

Contributors to this collection deal with many of the most important issues facing further education in the United Kingdom and present a graphic picture of the kinds of problems facing colleges as they move into the new millennium. The chapters are: (1) "The Changing Framework of Post-16 Education - The Rhetoric of Reform" (Colin Griffin and David Gray); (2) "Vocational Education and Training into the New Millennium" (Clyde Chitty); (3) "Further Education under New Labour: Rhetoric and Reality" (Bill Bailey and Patrick Ainley); (4) "Lifelong Learning - An Agenda for Late-Modern Future" (Peter Jarvis); (5) "Vocational Training, Career Guidance, Work and Citizenship: Education in Democracy" (Barry Hutchinson); (6) "Ideology and Curriculum Policy under the Old and New Conservatives: GNVQ Revisited" (Denis Gleason and Phil Hodgkinson); (7) "Inclusive Lifelong Learning or Stratified Lifelong Training? Educational Policy Developments in Late Modernity" (Martin Dyke); (8) "The Management of Teaching in Further Education: Issues from a Case Study" (Geoffrey Elliott); (9) "Cinderella FE--You Shall Go to the Ball!" (Don Bradley); (10) "Ethos as Tradition and Ethos in Practice: Sixth Form Colleges after Incorporation" (John Robinson); (11) "Mass Market Higher Education" (Gareth Williams); (12) "Accrediting Lecturers Using Competence-Based Approaches: A Cautionary Tale" (Geoffrey Elliott); (13) "Towards Further Professionalism: Teaching in Further Education" (Norman Lucas); and (14) "Finding New Ways To Work: Learning and Risk in Changing Labour

There a Low-Tech Alternative to All of This Video Editing and Screenplay Software?" Both fall and winter issues present a framework for constructivism, highlighting six principles that were distilled from a variety of sources on constructivism, brain research, and education research as well as Southwest Educational Development Laboratory (SEDL) staff members' experiences as teachers, learners, and observers in classrooms. Both issues include an annotated list of electronic resources. (AEF)

ED 456 798

IR 020 784

CNN Newsroom Classroom Guides, September 2001.

PUB DATE- 01

NOTE- 93p.; Some guides are misdated.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cable Television; Class Activities; *Current Events;

Discussion; Educational Television; Elementary Secondary

Education; Programming (Broadcast); *Social Studies; Teaching

Guides; *World Affairs

IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of September 2001 provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: shark attacks ignite controversy in some Florida communities, Mexican president Fox and U.S. President Bush prepare to meet in Washington, U.S. Senate reviews President Bush's plan for stem cell research funding, CNN viewers get an exclusive tour of the International Space Station (September 4-7); Australia hardens its stance against illegal immigration, and researchers are one step closer to developing an HIV vaccine. CNN Newsroom broadcasts for the dates of September 12, 13, 14, 17 and 18 are preempted to allow for live CNN coverage of the events of September 11, 2001 and their effects on students' lives. Questions and activities that may help teachers address these events with students are provided. Special Edition of "America's New War" reports for September 20-21 and 24-28 include Pakistan's stand and chaos on the border of Afghanistan; U.S. troops prepare for action and the U.S. looks to Saudi Arabia for support; the strengthened spirit of Americans and a prayer service held at Yankee Stadium; diplomatic support from Russia and some of Afghanistan's neighboring countries; relinquishing of Americans' civil liberties to prevent terrorism; and the September 11 attacks financially cripple the airline industry, rental car industry experiences fallout from the attacks, and biological and chemical terrorism. (AEF)

ED 456 799

IR 020 830

Schwartz, Candy

Sorting Out the Web: Approaches to Subject Access. Contemporary Studies in Information Management, Policies, and Services.

PUB DATE- 01

NOTE- 169p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Information; Authority Control

Contributors to this volume were participants at an expert seminar held at the International Center for Learner Managed Learning at Middlesex University, London, and were asked to circulate a paper to all participants beforehand and to rewrite their paper following the seminar. This book is a selection of some of the items to emerge from this process. The chapters are arranged into six parts according to their general themes. Each author addresses the issue of online pedagogy from a different starting point. Part 1 begins with the academics whose main interest is the pedagogy itself. Part 2 contains two items focused on the growing volume of case study research and evaluations of particular systems, each of which draws on the research evidence in formulating observations on pedagogical issues. Part 3 presents the experience of practitioners with substantial experience of running online courses, and who are also able to discuss the pedagogical aspects of their work. Part 4 contains reports from practitioners describing the challenges of introducing online learning into traditional institutional environments. Part 5 presents the views of commercial designers and producers who have the job of converting educators' aspirations into practical and commercial reality, often without direct guidance on the pedagogical issues involved. The final section, Part 6, is more future oriented, containing a review of the emerging knowledge society and some of the new technical breakthroughs in broadcasting systems and software design that are certain to have an impact on the scope and style of online learning in the immediate future. The book concludes with an endpiece composed by the editor after a review of the full content of the seminar papers, looking for pointers on the pedagogical way forward. (Includes an index.) (AEF)

ED 456 818

IR 020 873

Sardyukov, Peter; Stvan, Laurel Smith
ESL/EFL Web Sites: What Do Users Need and What Can They Expect To Find There?

PUB DATE- 01

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Resources; Educational Technology;
*English (Second Language); *Instructional Materials; Online
Searching; User Needs (Information); World Wide Web
IDENTIFIERS- *Web Site Design; *Web Sites

With the fast growth of online distributed educational resources, objective criteria are needed for evaluating resources and describing their structure and content. The study conducted an analysis of 22 popular ESL Web sites based on 99 characteristics in 18 categories. Their purpose was to describe existing Web sites using these characteristics, and to find their common and unique features. By asking the question, "What do we look for in a useful Web site?" all requests can be divided into five topics: (1) information; (2) materials for teachers and students; (3) communication; (4) publishing; and (5) learning. Characteristics of Web sites include: users, audience, access, language, content, and provider, incorporation of a communication function, support/help functions, relevant links and information for teachers. Web site features also include organization, update, navigation, and design, and organization around a menu versus a local or global search engine. The research showed that there are three types of ESL Web sites: "liaison," listing only links to other

Focus Group Interview Evaluation Report for the LSTA.

PUB DATE- 01

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Libraries; Focus Groups; Higher Education;

Interviews; Library Services; *Library Surveys; *Program

Evaluation; Users (Information)

IDENTIFIERS- *Library Services and Technology Act 1996; *Utah State University

The Utah State Library Division conducted an evaluation of its participation in the Library Services and Technology Act (LSTA). The evaluation plan determined by the Utah State Library Division used two approaches designed to examine issues and achievements related to LSTA: focus groups and a statewide survey. Utah State University (USU) was involved in the focus group interview (FGI) segment, which explored selected goals and objectives from the grant recipient's and patron's points of view. The purpose of this report is to document the specific activities and findings of USU's portion of the evaluation. One aspect of this FGI project was careful identification of homogeneous groups. Suggestions for groups included library administrators, reference librarians, library patrons, LSTA participants, LSTA non-participants, and PIONEER system users and support staff. Results from LSTA and PIONEER focus group interviews are outlined. The results are combined because responses to interview questions were very similar. Each question has been divided into two sections: Positive Comments and Concerns. Within both sections, responses are further grouped into common themes with the most frequent responses (mentioned three or more times) given in italics. Interview questions include: (1) What are your impressions of the LSTA? (2) Describe the LSTA program as it operates in your library; (3) How has the LSTA affected the workload? (4) What have been the effects of LSTA on customer service? (5) How has the LSTA affected local financial and technical support? (6) What are your perceptions of PIONEER and its service to your patrons? (7) What is the level of support and training for PIONEER? and (8) What are your suggestions as well as future needs and concerns? Impressions by LSTA non-participants of the LSTA and PIONEER are given, followed by direct quotes or paraphrased answers of both "PIONEER users" and "automation users" to the question asking for their impressions of the Library's technology support and of PIONEER. (AEF)

ED 456 837

IR 020 988

CNN Newsroom Classroom Guides, August 2001.

PUB DATE- 01

NOTE- 134p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cable Television; Class Activities; *Current Events;

Discussion; Educational Television; Elementary Secondary

Education; Programming (Broadcast); *Social Studies; Teaching

Guides; *World Affairs

IDENTIFIERS- *Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of August 2001, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of

resources. The last section presents "other guidelines" for atlas stands placement and placement of prior editions. Appendix A lists the items shelved at the Reference Desk. Appendix B is a selected bibliography. Appendix C presents the Reference Collection "Deselection" Policy, and Appendix D outlines the Reference Collection "Deselection" procedure. (AEF)

ED 456 856

IR 058 309

Taylor-Furbee, Sondra, Comp.; Kellenberger, Betsy, Comp.
Florida Library Directory with Statistics, 2001.

PUB DATE- 01

NOTE- 272p.; For the 2000 directory, see ED 446 777.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Academic Libraries; Access to Information; Elementary Secondary Education; Higher Education; *Libraries; Library Associations; Library Circulation; Library Collections; Library Expenditures; Library Funding; Library Personnel; Library Research; Library Schools; Library Services; *Library Statistics; Public Libraries; School Libraries; State Agencies; Tables (Data)

IDENTIFIERS- *Florida

The annual "Florida Library Directory with Statistics" is intended to be a tool for library staff to present vital statistical information on budgets, collections, and services to local, state, and national policymakers. As with previous editions, this 2001 edition includes the names, addresses, telephone numbers, and other information for libraries of all types in Florida. In addition, there are statistics to support budgeting, planning, and policy development for Florida's public libraries. The first section consists of listings for Florida Division of Library and Information Services library organizations, councils, and associations. The second section is the directory of libraries, with listings divided by public libraries, academic libraries, special libraries, institutional libraries, and school library media supervisors. The third section consists of a narrative statistical summary of public library data compiled from forms distributed to public libraries in October 2000, as well as selected historical data. The fourth section consists of public library data tables on population served (by county); access to library service; library staff; librarian salaries; income; expenses; expenses by category; collection; circulation and borrowers; visits, reference, and interlibrary loan; programs; and electronic access. Indexes of personnel and libraries arranged by county are included. (AEF)

ED 456 857

IR 058 310

Kyrallidou, Martha, Comp.; Young, Mark, Comp.
ARL Statistics, 1999-2000: A Compilation of Statistics from the One Hundred and Twenty-Two Members of the Association of Research Libraries.

PUB DATE- 01

NOTE- 52p.; Published annually.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Libraries; Higher Education; Library Collections; Library Expenditures; Library Personnel; Library

external revenues represented 68% of the total college revenues for the period. A total of over \$57 million in local revenues was also received by the college during this period. The combined five-year direct economic impact on the community represents over \$402 million, or an average of \$80 million per year. Of this amount, \$313 million, or over \$62 million per year, is due to the infusion of new external/non-local revenues. According to the report, this impact would likely not have occurred without the presence of Pellissippi State in the area. Another general trend over the five-year period is a decreasing percentage of state/federal revenues and an increasing percentage of local revenues. (Report contains 5 tables and 3 figures.) (NB)

ED 456 875

JC 010 602

Kleiman, Lisa S.

Tidewater Community College 2000 Graduate Survey Study.

PUB DATE- 01

NOTE- 34p.; Produced by Tidewater Community College, Office of Institutional Effectiveness. Some text may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Associate Degrees; *College Graduates; College Transfer Students; Community Colleges; Educational Certificates; Graduate Surveys; Majors (Students); *Participant Satisfaction; School Effectiveness; *Student Educational Objectives; *Transfer Rates (College); Two Year Colleges

IDENTIFIERS- *Tidewater Community College VA

The 2000 Tidewater Community College (TCC) Graduate Survey Study is a measure of student satisfaction with the college educational experience. The study gives demographic data pertaining to all 2000 graduates, as well as enrollment, attendance, employment, educational, and attitudinal data generated from survey respondents. Highlights of the survey include: (1) the primary reasons for attending TCC have remained the same for the past twenty years-obtaining an associate degree (number one), low tuition, close to home, and courses/curriculum of interest; (2) for the first time in TCC history, the majority of respondents reported receiving financial aid; (3) after graduation, 57% of graduates were working full-time and 25% of those who were working for the same company that employed them during their enrollment reported that they received a pay raise or promotion after earning their degree; (4) 54% of the respondents met their goal and continued their education after graduation; and (5) graduates were overwhelmingly satisfied with their TCC experience--92% would recommend the same curriculum and 98% would recommend the college to others. (Includes seven figures, a data summary table, a copy of the survey, and selected comments by survey respondents.) (NB)

ED 456 876

JC 010 603

The College Fact Book: Academic Year 2000-2001.

PUB DATE- 01

NOTE- 68p.; Colored graphs may not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Noting that kindergarten is a time of dramatic change for parents as well as for the kindergarten child, this book presents information on a variety of topics related to kindergarten education. The book is based on interviews with kindergarten teachers, principals, parents, and several experts from higher education involved in kindergarten education. It introduces some of the decisions parents need to make and provides information to help them prepare their child and themselves for the transition. Arranged alphabetically, the topics discussed are: (1) age-appropriate behavior; (2) art; (3) before- and after-school programs; (4) bilingual education; (5) choosing a school; (6) classrooms; (7) computers; (8) curriculum; (9) daily schedule; (10) discipline; (11) first-day jitters; (12) friends; (13) gender; (14) gifted children; (15) homeschooling; (16) homework; (17) kindergarten readiness; (18) learning; (19) math; (20) multicultural education; (21) music; (22) nonpublic schools; (23) parent conferences; (24) parental involvement; (25) physical education; (26) play; (27) principals; (28) public school; (29) reading; (30) report cards; (31) science; (32) social studies; (33) special needs children; (34) teachers; (35) testing; (36) writing; and (37) the zen of kindergarten. Appended is a description of the signs of a good kindergarten classroom, a list of 52 resources, and a list of 16 national organizations related to kindergarten education. (KB)

ED 456 895

PS 029 135

Robinson, Violet B.; Ross, Gretchen; Neal, Harriet C.
Emergent Literacy in Kindergarten: A Review of the Research and
Related Suggested Activities and Learning Strategies.

PUB DATE- 00

NOTE- 117p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Beginning Reading; Classroom Techniques;

*Developmentally Appropriate Practices; Educational Practices;

*Emergent Literacy; *Kindergarten; *Kindergarten Children;

Learning Activities; Learning Strategies; Literature Reviews;

*Preschool Children; Primary Education; State Standards

IDENTIFIERS- California

Educators are placing increasing emphasis on developing literacy requirements for young children. This book reviews research on emergent literacy among preschool and kindergarten children and provides suggestions for kindergarten teachers to create instructional programs that enhance children's literacy learning and to avoid developmentally inappropriate practices. Chapter 1 of the book points out reasons for taking a fresh look at current emergent literacy programs. Chapter 2 examines linguistic features that function as cues in written language to better enable teachers to effectively scaffold children into literacy. Chapter 3 reviews research on the components of comprehension, including concepts about print, books, and written text, vocabulary, and the text structure of the narrative and expository genre. Chapter 4 reviews research on the components of phonological processing, including phonemic awareness and phonological recoding. Chapter 5 presents a review of research on children's writing in preschool and kindergarten. Chapter 6 presents suggested activities and learning strategies related to the research. Chapter 7 presents an overall summary of the research and activities with special emphasis on kindergarten and includes suggestions for kindergarten teachers. The book's two appendices list addresses

NOTE- 103p.; Additional funding provided by the Microsoft Corporation and IBM.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Change Strategies; Child Development; *Children; *Internet; Marketing; Mass Media Effects; Mass Media Use; Mentors; Parent Child Relationship; Pornography; Professional Development; *Public Policy; Research Needs; *School Policy; Teacher Student Relationship; Workshops; World Wide Web

IDENTIFIERS- Media Literacy; Parental Supervision

In response to a Congressional mandate in conjunction with the Protection of Children from Sexual Predators Act of 1996, a committee of experts was formed to explore both technical and nontechnical strategies for protecting children from pornography and other inappropriate Internet content. This book summarizes a workshop held in December 2000 to allow public input to the committee's work focusing on nontechnical strategies that could be effective in a broad range of settings in which children and youth might be online. Chapter 1 identifies the questions addressed by the workshop. Chapter 2 discusses key contextual issues and challenges that policymakers, local administrators, and parents face in choosing an approach to reduce children's exposure to inappropriate Internet content. Chapter 3 reviews research in three areas that provide a scientific basis to developing age-appropriate, nontechnical strategies: (1) children's cognitive, social, emotional, and moral development; (2) impact of media on youth; and (3) children's media use. This chapter also provides a guide for adults in selecting an approach. Chapter 4 presents a variety of nontechnical strategies, describing these approaches and how communities might make use of them. Chapter 5 summarizes workshop participants' ideas for how to improve and connect future research, policy, and practice. The book's final chapter summarizes key points and areas emphasized by workshop participants. The book concludes by asserting that the approaches that best serve young people need to be based on the context, needs, and manner in which the children are using the Internet. The book's appendix includes the workshop agenda and lists workshop presenters. (Contains 73 references.) (KB)

ED 456 913

PS 029 756

Munoz, Marco A.

The Critical Years of Education for At-Risk Students: The Impact of an Early Childhood Program on Student Learning.

PUB DATE- 01

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Early Intervention; *High Risk Students; Longitudinal Studies; Mathematics Achievement; *Outcomes of Education; Performance Factors; *Preschool Children; *Preschool Education; Program Effectiveness; Program Evaluation; Reading Achievement

IDENTIFIERS- Kentucky

The Jump Start program is a preschool program serving about 4,000 four-year-olds in a partnership including Head Start, Even Start, a tuition-based program, and the Kentucky preschool program mandated by the Kentucky Educational Reform Act (KERA). This study compared the family of Jump Start programs and a comparison group on student academic performance. Participating in the study was one cohort of students from the 1996-1997

PUB DATE- 01

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Books; *Childrens Literature; *Class Activities; Classroom Techniques; *Learning Activities; *Mathematical Concepts; *Mathematics Education; Primary Education

Noting that young children often need many experiences with a mathematical concept before they fully understand the concept, this annotated bibliography lists children's books for presenting mathematical concepts within a context and details activities that extend the text as a way to engage children in hands-on mathematical learning experiences. The bibliography focuses on 16 mathematics skills typically taught to 5- and 6-year-old children: one-to-one correspondence, counting, sorting and classifying, patterning, graphing, comparing quantities, estimating, adding, subtracting, multiplying and dividing, as well as concepts of parts and wholes/fractions, geometry, measurement, time, money, and number sense. (KB)

ED 456 933

PS 029 786

Durkin, Lisa L., Ed.

Everyday TLC: Teaching, Learning, Caring, 2000.

PUB DATE- 00

NOTE- 292p.; Published monthly.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Active Learning; *Early Childhood Education; *Family Day Care; Infant Care; *Learning Activities; Newsletters; Parent Materials; *Preschool Curriculum; Professional Development; Toddlers; Young Children

IDENTIFIERS- Child Development Associate

This document is comprised of weekly newsletters for family child care providers for the year 2000. Each theme-based four-page newsletter contains: (1) creative activities for use with mixed-age groups of 2- to 5-year-olds; (2) ideas on guiding behavior, organization tips, and a Monthly Planning Calendar; (3) special sections for infants and after-school students; and (4) at-home learning activities for caregivers to earn continuing education and Child Development Associate credit. In addition, a reproducible two-page parent handout is included with each month of newsletters sharing with parents book titles, songs, activities, and recipes used in the family child care setting. Theme topics include: trees, Mother Goose, rainbows, rhythm and beat, bubbles, Memorial Day, and learning outdoors. (KB)

ED 456 934

PS 029 786

Brown, Brett

Teens, Jobs, and Welfare: Implications for Social Policy. Child Trends Research Brief.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.

PUB DATE- 01

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

programs for the rest of the United States are covered in the following section. In each of these sections, contact information and an abstract of activities are given for each organization, usually accompanied by focus, geographic area, age levels served, products and services, and key partners. Programs serve elementary, secondary, undergraduate, postgraduate, and adult educational levels. Some programs target students with disabilities, minority groups, women, or adjudicated youth. Concluding sections list education partners and resources for classroom materials. (TD)

ED 456 951

RC 023 135

Howley, Caitlin; Cowley, Kimberly S.

West Virginia Department of Education GEAR UP Project: Year 1 Baseline Survey (2000-2001). Gaining Early Awareness and Readiness for Undergraduate Programs.

SPONS. AGENCY- West Virginia State Dept. of Education, Charleston. PUB DATE- 01

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Aspiration; *College Preparation; *Disadvantaged Youth; Grade 7; *Middle School Students; Middle Schools; Parent Aspiration; *Parent Attitudes; Parent Participation; Paying for College; Rural Schools; *Student Attitudes; Student Surveys

IDENTIFIERS- Parent Surveys; *West Virginia

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded program aimed at encouraging disadvantaged middle and high school students to have high expectations, stay in school, and take college preparatory courses. The West Virginia Department of Education received funding to conduct the program in eight rural southwestern counties. Baseline information on incoming seventh-grade students' and parents' attitudes and aspirations toward postsecondary education was gathered from 5,645 student and parent surveys from 25 middle schools in the 8-county region. Students reported doing well in English, math, science, and history. About half felt they needed help with a specific subject, usually math. Less than half expressed interest in after-school tutoring, but over two-thirds were interested in having a mentor. Parent involvement in school activities was limited, especially for fathers. Students indicated feeling confident and responsible for their own learning, but did not view their learning as interesting or exciting and did not feel that teachers valued their thoughts or that they were given many opportunities for exploration. Students' aspirations for postsecondary education were less than their parents' aspirations for them. Students seemed to understand what is required to prepare for college, but few reported planning to take higher-level high school courses. Parents and students perceived financial difficulties to be the greatest deterrent to postsecondary education, but students were more optimistic about their abilities to afford such education than were their parents. Seven recommendations are presented. (Contains 20 references and survey questionnaires.) (TD)

ED 456 952

RC 023 136

Nord, Mark

Household Food Security in the Rural South: Assuring Access to

in schoolwork, and regularity of the child eating breakfast. In addition to father absence, other socially constructed variables rather than academic ability hindered the educational progress of Swazi schoolchildren. Both boys and girls experienced problems receiving quality education but for different reasons. Girls generally performed better academically than boys, but they also dropped out at higher rates. Girls dropped out because of pregnancy and marriage; boys dropped out because they fell behind due to staying home and caring for livestock. A school preparedness test administered in grade 1 was able to predict those students who would repeat grades, but not those who would drop out. (TD)

ED 456 969

RC 023 162

Hood, Lawrence E.; Bischak, Gregory A.
Progress and Challenges in Reducing Economic Distress in Appalachia: An Analysis of National and Regional Trends since 1960.

PUB DATE- 00

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Economic Development; *Economically Disadvantaged; Educational Attainment; Low Income Counties; Macroeconomics; Poverty; *Poverty Areas; *Public Policy; *Rural Areas; Rural Education; Socioeconomic Influences; *Trend Analysis

IDENTIFIERS- *Appalachia; *Economic Trends; Education Economy Relationship

This report analyzes changes in the number of distressed counties in Appalachia since 1960, identifies macroeconomic trends associated with distress in Appalachia, and examines socioeconomic factors associated with long-term distress as well as factors that predict whether a county moved out of distress. These data are also compared with similar data for the rest of the United States. The number of distressed Appalachian counties declined from 214 in 1960 to 78 in 1980, then rose to 105 in 1990. These trends mirror national trends. Full-employment policies and the initiation of large-scale federal poverty alleviation and economic development programs set the stage for major reductions in national distress levels. The shift toward anti-inflation policies and away from full-employment policies, and the long-term rise in household income and wage inequality were associated with rising distress levels nationally and regionally since the 1980s. Within Appalachia, factors associated with movement out of distressed status include a higher share of manufacturing employment, becoming part of a metropolitan area, more diversified economy, higher educational attainment, higher percentages of people living in urban areas, and ability to attract retirees as residents. Factors associated with persistent distress include higher shares of mining employment, minority populations, and children and elderly dependent populations, and dependence on government transfer payments. Policy implications are discussed. Appendices present distressed counties by year, maps, research methodology, and information about study data. (Contains 56 references.) (TD)

ED 456 970

RC 023 163

Stanton-Salazar, Ricardo D.
Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth. Sociology of Education Series.

monitoring and limit setting. A longitudinal study in six small Oregon towns confirmed the importance of peer and family relations and led to development of a model of these influences on adolescent problem behaviors. An obvious implication is that communities could reduce substance abuse through parent training in effective parenting practices. Three successful programs are described. Schools can influence drug abuse by providing specifically designed prevention programs; preventing academic failure, which is associated with substance abuse; and identifying high-risk students. Other community strategies include youth programs that act in loco parentis; social, material, and informational support for families; school reform efforts; and organizing for improved childrearing practices. The potential of the media in prevention efforts is also discussed. (Contains 112 references.) (SV)

ED 456 987

RC 023 187

Karim, Gordon

In Living Context: An Interdisciplinary Approach to Rethinking Rural Prevention.

PUB DATE- 97

NOTE- 16p.; In: Rural Substance Abuse: State of Knowledge and Issues. NIDA Research Monograph 168; see RC 023 179.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Attitudes; Context Effect; *Cultural Context; Educational Needs; Educational Strategies; Elementary Secondary Education; *Prevention; *Program Design; *Relevance (Education); *Rural Areas; *Substance Abuse; Teaching Methods. Evaluations of national prevention programs have found that they are not successful in reducing or preventing drug abuse. Local context must drive the design and development of prevention programs. Context is essential for success, and stereotypes concerning rural areas should be avoided. Local prevention efforts ought to be driven by sound inquiry into the local nature of substance use. Beyond a community-wide needs assessment, an ethnographic component designed to reveal how community members perceive substance use and abuse issues should be used in developing the prevention curriculum. In other words, prevention practitioners must develop an insider's understanding of drinking and drug taking to make the prevention message meaningful. The design and delivery of prevention curricula also need to take into account current information and knowledge regarding the most effective instructional methods and the ways in which young people learn best. Traditional models of education based on didactic principles are likely to be ineffective in terms of students' learning of prevention-oriented materials. Many traditional models of education no longer conform to young persons' understanding of the world, which is based on observation and experience. Prevention practitioners must weave the local context of substance use and abuse into standard curriculum areas and disseminate materials that are significant, relevant, and interesting to young people. (Contains 35 references.) (TD)

ED 456 988

RC 023 188

Wagenfeld, Morton O.; Murray, J. Dennis; Mohatt, Dennis F.;

DeBruyn, Jeanne C.

Mental Health Service Delivery in Rural Areas: Organizational and Clinical Issues.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- *Critical Thinking; *Educational Technology; High Schools; Mathematics Activities; Mathematics Instruction; *World Wide Web

This resource book, written for mathematics teachers and school library media specialists, provides Web resources that promote critical thinking in the high school mathematics classroom. It consists of 153 activities that address topics in prealgebra, algebra, geometry, precalculus, calculus, probability, and statistics. Each activity has a Uniform Resource Locator (URL) for the activity, a list of mathematical topics addressed by the activity, a summary of the web site of which the URL is a part, a series of discussion questions on the activity, and a list of related sites in the book. Also included are a rationale for the use of technology in education, a guide to using the activities in the book, and a list of the activities sorted by topic. (MH)

ED 457 011

SE 065 169

Earthquakes: A Teacher's Package for K-6. Revised Edition.

PUB DATE- 00

NOTE- 299p.; Funded by the U.S. Congress under the Earthquake Hazards Reduction Act of 1977. Produced by members of FEMA's Tremor Troop: Jeffrey Callister, Gerard Consuegra, and Sharon Stroud, along with Elizabeth Draper, Sheryl Eggers, and Molly Morrow.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Earthquakes; Elementary Education; *Hands on Science; *Integrated Curriculum; Language Arts; *Learning Activities; Lesson Plans; Mathematics; Plate Tectonics; Resource Units; Safety; Science Instruction; Social Studies

This teacher guide features five hands-on science units designed for elementary school students using an interdisciplinary approach. The first four units are presented at three different grade levels: K-2, 3-4, and 5-6. Units include: (1) "Defining an Earthquake"; (2) "Why and Where Earthquakes Occur"; (3) "Physical Results of Earthquakes"; (4) "Measuring Earthquakes"; and (5) "Earthquake Safety and Survival." (Contains 17 references.) (YDS)

ED 457 012

SE 065 170

Released Items: Missouri Assessment Program (MAP), High School Mathematics, Spring 2000. Grade 10.

PUB DATE- 00

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Answer Keys; Evaluation; Geometry; High Schools; Mathematics Instruction; Numbers; Patterns in Mathematics;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Cooperation; *Educational Change; Elementary Education; *Partnerships in Education; Professional Development; Teachers
Why do some educational partnerships endure while others soon meet their demise? Leaders of partnerships (N=52), teachers and resource professionals participating in Partnering for Elementary Environmental Science (PEES) and Solenoids with Watersheds, Environmental Education, and Partnerships (SNEEP), reported perceived reasons for their team's endurance vs. decline during telephone interviews. Data suggest strong predictors of partnership endurance (i.e., qualities cited very frequently by interviewees as essential to partnering), moderate predictors, and low predictors of endurance. Similarly, data from teams that disbanded fell into strong, moderate, and low predictors of a partnership's demise. The data provide an "insider's view" to what it is like to participate in a partnership and to the dynamics of those relationships. It informs leaders in the partnership movement of the conditions deemed essential to establishing and nourishing partnerships that lead to school reform. (Contains 16 references.) (Author/NH)

ED 457 039

SO 026 179

Smith, Thomas M.
The Educational Progress of Women. Findings from "The Condition of Education 1995."

PUB DATE- 95

NOTE- 27p.; For "The Condition of Education, 1995," see ED 383 119.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Attainment; Educational Background; Educational Discrimination; Educational Improvement; *Educational Opportunities; Elementary Secondary Education; Equal Education; *Females; Higher Education; Sex Bias; *Social Discrimination; *Womens Education

This fifth publication in the series "Findings from 'The Condition of Education'" summarizes educational differences between females and males that research has shown to be related to labor market outcomes. Differences in academic achievement, progression rates, types of courses taken, level of effort, and field of study may all affect the labor market opportunities of women relative to men. Over the past two decades, women have made substantial educational progress. Educational level gaps between women and men prevalent in the early 1970s have essentially disappeared for the younger generation. Although they still lag behind males in mathematics and science achievement, high school females on average outperform males in reading and writing and take more credits in academic subjects. In addition, females are more likely than males to attend college after high school and are as likely to graduate with a postsecondary degree. It remains to be seen, however, how these gains in educational attainment will be rewarded in the marketplace. In 1993, the average earnings of female high school graduates aged 25-34 were more than one-third lower than those of male high school graduates of the same age. Female college graduates earn, on average, salaries that are 80 percent of what their male counterparts receive. Furthermore,

Countries; Futures (of Society); Grade 7; Interdisciplinary Approach; Junior High Schools; *Latin American History; *Maya (People); *Role Playing; Social Studies; *Student Research; Teamwork

IDENTIFIERS- Globalization; *Mayan Civilization

If a civilization as powerful and technologically advanced during its time as the Maya could disappear, can the same tragic outcome befall the United States? In this lesson, students work in teams to research the ancient Mayan civilization, specifically the circumstances of its demise. Student teams prepare a report of their findings and recommend ways the United States can avoid a similar fall. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose. (BT)

ED 457 061

SO 031 510

Dyer, Bill

The Selling of the Taj Mahal or Osaka Castle. 7th Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Architecture; Area Studies; Cooperative Learning; *Fine Arts; Foreign Countries; Grade 7; *Historic Sites; Interdisciplinary Approach; Junior High Schools; *Non Western Civilization; Social Studies; Student Research

In this lesson, student teams role-play as real estate agents who have been contacted by an art collector about purchasing a large historic landmark in which to house an art collection. Teams will research an historical site and prepare a creative sales presentation. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose and suggest teaching strategies. (BB)

ED 457 062

SO 031 511

Otto, Gina

Aztecs Meet the Spanish. Grade 7 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Foreign Countries; Grade 7; *Imperialism; Interdisciplinary Approach; Junior High Schools; *Latin American History; *Role Playing; Social Studies; *Student Research

IDENTIFIERS- *Aztec (People); Cortes (Hernan); *Exploration; Legal Writing; Portugal; Roman Catholic Church; Spain

for K-12 students. Intended for third to fifth grade students, this unit uses children's interactions with water to help them compare and contrast their lives with those of children in Kenya and Tanzania. It looks at the ways access to water helps define children's roles in the family, and how this shapes culture. The unit contains many photos of daily activities in Kenya and Tanzania. Students will write essays and create pictures to demonstrate their understanding of the concepts. The unit can be used in language arts, geography, art, or mathematics classes. Four to six 40-minute classes are suggested for completion. The unit lists materials needed, outlines applicable standards, poses discussion questions, and gives student objectives. It details day-by-day procedures for the teacher, suggests assessment and follow-up/enrichment activities, and lists nine print and on-line resources. (BT)

ED 457 084

SO 032 910

Franz, Kristi Rennebohm
Drip Drop: Access to Water. Water in Africa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 32p.; For related Water in Africa units, see SO 032 890-909.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Benchmarking; Community
Resources; Comparative Analysis; Curriculum Enrichment;
Developing Nations; Foreign Countries; Geography; Hydrology;
Interdisciplinary Approach; Primary Education; Social Studies;
*Water Resources

IDENTIFIERS- *Ghana; *Kenya; Peace Corps; United States; Water
Drops; World Wise Schools

The Water in Africa Project was realized over a 2-year period by a team of Peace Corps volunteers, World Wise Schools (WWS) classroom teachers, and WWS staff members. As part of an expanded, detailed design, resources were collected from over 90 volunteers serving in African countries, photos and stories were prepared, and standards-based learning units were created for K-12 students. This unit, intended for primary students, is designed to facilitate students' understandings of access to water through reading stories from Peace Corps Volunteers who served in Kenya (East African region) and Ghana (West African region). Each student will make a book comparing access to water in the United States, Kenya, and Ghana. An overall goal is to develop students' understandings of the similarities and differences of water use by the people in Kenyan and Ghanaian communities and their own community. The unit, which contains many photos of Kenya and Ghana, can be used in reading and writing classes. Two to three weeks are needed for completion. The unit lists materials needed, outlines applicable standards, poses discussion questions, and gives student objectives. It details day-by-day procedures for the teacher, gives a reading rubric and a writing rubric for assessment, suggests follow-up/enrichment activities, and lists five print resources. (BT)

ED 457 085

SO 032 955

Booth, Margaret Zoller
Historical Development of Western Education in Swaziland.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 13p.; A Spencer Foundation Project Report.

prefer business, engineering, science, and mathematics. This project examined the experiences and perceptions of Asian-Australian students enrolled in humanities courses. The project comprises two studies: Study 1 is related to the reasons for choice of academic subjects, perception of humanities subjects, and perceived academic difficulties among Asian-Australian and Anglo-Australian humanities students; Study 2 is related to students' perceptions and uses of academic support services. In Study 1, participants included 170 students taking humanities subjects from a multi-campus university in Melbourne. There were 73 students from an Asian background and 56 Anglo-Australian students. A 3-part questionnaire was given to students during their humanities classes. Among the findings were that in choice of academic subjects, Asian-Australian students, more than Anglo-Australian students and other students from non-English-speaking backgrounds, endorsed sex-role stereotypes, superiority of science subjects, and pay and career as reasons for choice of subjects. For Study 2, a qualitative approach was used to ascertain the perceptions of Footscray campus humanities students toward the Student Learning Unit (SLU), which provides help with language skills and learning support. Semi-structured interviews were conducted with five humanities students. Although only one of the five had used the SLU, their responses confirmed anecdotal evidence and SLU class evaluations concerning its usefulness and image. (Contains 5 tables and 16 references. Appended are questions and student responses.) (BT)

ED 457 105

SO 032 987

Ng, Wang Kee

Kant's Moral Education--On the Cultivation of an Autonomous Person.

PUB DATE- 00

NOTE- 125p.; Master of Philosophy Thesis, The Chinese University of Hong Kong.

LANGUAGE- Chinese

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Educational Principles; *Ethical Instruction;

Higher Education; *Moral Values; *Personal Autonomy; *Philosophy

IDENTIFIERS- *Kant (Immanuel); Philosophical Research;

Theoretical Orientation

By focusing the research on Kant's theory of moral education, this Chinese language thesis aims to inquire into the essential nature of morality and the incentive to moral practice to arrive at the basic principles of cultivation of moral personality. The thesis first analyzes and makes a comparison among four schools of moral philosophy: social school, utilitarianism, Christianity, and Mencism. By discussing the differences and similarities of the four schools, it could reveal that the essence of morality is autonomy. Supported by the elaboration of Kant's theory through which the exploration of the source of morality and the establishment of the idea of good, it could again arrive at the conclusion that the essence of morality is autonomy, i.e., human will, according to Kant, being obliged to the law of freedom, is self determining. Based on Kant's relevant works, this thesis concludes the ways to autonomous personality by inquiring into the essence of morality, the incentive to moral practice, the inclinations breach with morality, the restoration of the original disposition to good, and the steps of cultivating moral character. Thus, the thesis sums up two kinds of educational principles in cultivating autonomous personality: the passive

DESCRIPTORS- American Indians; *Curriculum Enrichment; Ethnic Groups; Higher Education; Optical Data Disks; Primary Sources; Second Language Learning; Secondary Education; *Simulation; Student Research; *United States History

IDENTIFIERS- *Cultural Encounters; Learning Across the Curriculum; *Mississippi Valley; Native Americans; Regional History

This CD-ROM provides interactive, multimedia software that enables students to investigate many aspects of Native American and European encounters in the Mississippi Valley through study of original historical sources, including texts, maps, artworks, and archaeological finds. The Lower Mississippi Valley was chosen as the study area because of the region's great range of cultural encounters, involving numerous British, French, Spanish, African, and Native American groups. Since many of the original documents were written by French and Spanish explorers, language-learning tracks were also developed, making the software useful for multiple subject teaching across the curriculum. "Hands-on" interactive learning exercises that simulate real-world research problems are provided. Students use authentic historical sources in these exercises to answer questions about Native American and European encounters. The exercises are arranged in an "interactional spiral" of increasingly sophisticated queries that prompt students completing one level of investigation to tackle a more complex level of study. The interactional spiral consists of three levels: Beginner (middle/junior high school), Intermediate (high school), and Advanced (college). The software consists of three language tracks--English, French, and Spanish--each containing several modules. A graphical interface guides users through introductory presentations and associated learning exercises. Users can access a glossary, a bibliography of suggested readings, a notepad for writing essay answers, and other learning tools. An online list of additional classroom projects and activities is provided. (BT)

ED 457 125

SP 040 089

Mansell, Heather

Curriculum Reform in New Zealand: What Is Really Being Done and Is It Worth the Trouble?

PUB DATE- 99

NOTE- 19p.; Paper presented at the combined Annual Meeting of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Melbourne, Australia, November 29-December 2, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; *Curriculum Development; *Educational Change; Elementary Secondary Education; Foreign Countries; Student Evaluation; Teacher Attitudes; Teaching Methods

IDENTIFIERS- *New Zealand; *Reform Efforts

This study of seven diverse New Zealand elementary and secondary schools explored specific and cumulative effects of school reform related to the New Zealand Curriculum Framework, which established an overall vision for reform, identifying seven core learning areas and other essential skills for students to develop. Researchers interviewed principals, teachers, and Board of Trustees' members, examining the impact of the curriculum and associated assessment reforms on various aspects of their and their students' work. Respondents unanimously

Association of Colleges for Teacher Education (53rd, Dallas, TX, March 1-4, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Higher Education; *Personal Narratives; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers

IDENTIFIERS- Identity Formation; *Professional Identity; Reflective Thinking; University of Wisconsin Whitewater

This study examined the effect of personal narratives on preservice teachers' professional identity development, describing the University of Wisconsin-Whitewater preservice program and discussing how one professor used life stories in conjunction with prepracticum experiences to enhance students' perceptions about the teaching profession. Students in an observation and participation (OSP) course worked as participant observers and/or paraprofessionals within urban classrooms. They attended a series of on-campus seminars that encouraged understanding of pedagogy and practice by exploring experiences in the field. An examination of their professional growth during their OSP experience highlighted the use of personal narratives as an instructional method which encouraged praxis and reflection. Data comes from an ongoing study about the impact of block pedagogy, instruction, and design on students' beliefs, perceptions, and professional readiness. Overall, using reflective narratives as texts caused students to think more deeply and realistically about their newly chosen profession and to adjust their initial beliefs and assumptions about teachers' roles in the classroom. As a result, students' perceptions of teachers and teaching became more inclusive and realistic, with students more prepared to face the challenges of real classrooms and real students. Teaching stories are appended. (Contains 26 references.) (SM)

ED 457 145

SP 040 224

Released Items: Missouri Assessment Program (MAP), High School Health/Physical Education, Spring 2000. Grade 9.

PUB DATE- 00

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Comprehensive School Health Education; Grade 9; Health Behavior; Health Promotion; Knowledge Levels; *Physical Education; Scoring; Secondary Education; Student Evaluation

IDENTIFIERS- Knowledge Utilization; Missouri Assessment Program
This document presents 10 released items from the Health/Physical Education Missouri Assessment Program (MAP) test given in the spring of 2000 to ninth graders. Items from the test sessions include: selected-response (multiple choice), constructed-response, and a performance event. The selected-response items consist of individual questions followed by four or five response options, one of which is correct. The constructed-response items require students to construct appropriate responses to questions asked. The performance event includes a series of constructed-response items relating to a specific scenario. These items provide insight into students' ability to

Techniques; Responses; Scoring; *Test Items
IDENTIFIERS- Categorical Data; *Decision Theory; *Response
Patterns

This paper describes and evaluates the use of decision theory as a tool for classifying examinees based on their item response patterns. Decision theory, developed by A. Wald (1947) and now widely used in engineering, agriculture, and computing, provides a simple model for the analysis of categorical data. Measurement decision theory requires only one key assumption--that the items are independent. The model has a very simple framework in that one starts with the conditional probabilities of examinees in each mastery state responding correctly to each item. The model is attractive for a number of measurement situations. As background to the study presented in this paper, an overview of measurement decision theory and its key concepts are presented and illustrated using a binary classification (pass/fail) test and a sample three-item test. The research section presents an evaluation of the model by examining the: (1) classification accuracy of tests scored using measurement decision theory; (2) differential sequential testing procedures by comparing classification accuracy against that of the best case item response theory scenario; (3) the number of items needed to make a classification; and (4) the number of examinees needed to calibrate measurement decision theory item parameters satisfactorily. Two sets of simulated data were used to address these issues, and item parameters were based on samples of items from the 1999 Colorado State Assessment program fifth grade mathematics test and the 1996 National Assessment of Educational Progress Eighth Grade Mathematics Assessment. The research shows that, using Wald's SPRT, a large percentage of examinees can be classified accurately with very few items. The research also shows that very few pilot test examinees are needed to calibrate the system. The model is clearly a simple yet powerful and widely applicable model. (Contains 4 figures, 7 tables, and 29 references.) (SLD)

ED 457 165

TM 033 054

Matthews-Lopez, Joy L.

Mathematics Placement Testing: Is It Really Necessary?

PUB DATE- 98

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Students; *High School Students; High
Schools; Higher Education; *Mathematics; *Prediction; *Student
Placement; Test Results; *Test Use
IDENTIFIERS- Cross Validation

This research was an attempt to produce consistent course-level placement in college mathematics based on a predicted placement score in lieu of an actual placement score. Real data were used to determine the prediction equation and a second simple random sample from the same population was used to cross-validate the results. The consequences of this practical approach to placement has direct and immediate fiscal, spatial, and time management applications. A sample of 200 students was drawn from a population of 3,200 who took a mathematics placement test during the precollege session of a university. Placement test results, subsequent course results, American College Testing (ACT) Assessment test results, and high school percentile rank were available for these students. A multiple regression equation was developed using the total score based on the number of items correct as the dependant variable and

numbers and types of rating scales depends on the nature of a profession. Limited rating ranges and fatigue effects are two types of erratic ratings identified in this study. Results indicate that FACETS' indices, such as rater severity, as well as infit and outfit statistics, are efficient and precise in detecting these rating errors. Appendixes contain charts of task importance measures in Rasch logits with transformed percentage weights for combinations of rating scales and data. (Contains 9 tables and 21 references.) (SLD)

ED 457 184

TM 033 280

Kogos, Stephen C., Jr.

Repeated Measures Designs and the Sphericity Assumption.

PUB DATE- 00

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Counseling; Multivariate Analysis; *Psychology; *Research Design

IDENTIFIERS- *Repeated Measures Design; *Sphericity Tests

This paper presents an overview of repeated measures designs, designs that measure one group over time, also called within-subjects designs. Both univariate and multivariate designs are discussed, and advantages and disadvantages of each of these designs are considered. The sphericity assumption is examined, and methods are presented to correct violations of this assumption. The sphericity assumption is met if all the differences between pairs of treatment condition scores are equally variable, and if variances of differences for all treatment conditions are homogenous. The paper also offers some suggestions for incorporating these statistical procedures into research in the field of counseling psychology. (SLD)

ED 457 185

TM 033 281

Guskey, Thomas R.

Benjamin S. Bloom's Contributions to Curriculum, Instruction, and School Learning.

PUB DATE- 01

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; *Curriculum; Educational History; Educational Objectives; Educational Policy; Educational Theories; *Mastery Learning; *Teaching Methods; Test Construction; Test Use

IDENTIFIERS- *Bloom (Benjamin S.); *Blooms Taxonomy

Few individuals in the history of education have had greater impact on education policy and practice than Benjamin S. Bloom. During a career that spanned more than 5 decades, his research and writing guided the development of many educational programs and provided insights into the untapped potential of educators to have all students learn well. Bloom's contributions to education began during his years in the Office of the Board of Examiners at the University of Chicago, where he worked from 1940 to 1959. Much of his work at this time focused on the

DESCRIPTORS- Adults; *Educational Quality; *Evaluation Methods;
Models; Productivity; *Professional Development; Training
IDENTIFIERS- *Civilian Personnel; *Department of Defense

The Office of the Secretary of Defense supports a vast and complicated system of education and professional development for civilians. The RAND study team from the National Defense Research Institute conducted a broad review of the literature on educational assessment and reviewed the documents of organizations engaged in such assessment, interviewed experts, attended conferences, and conducted site visits to exemplary organizations. This report synthesizes the information from the study and suggests educational and professional development approaches the DoD might use to raise the quality and productivity of the education the Department provides for civilians it trains. The study identified the need for system level assessment and classified approaches into four basic models: (1) use of an intermediary to review the process individual providers use; (2) assessment by an intermediary organization; (3) assessment by the individual providers; and (4) a focus on the certification of student competencies. Models 1, 2, and 3 appear most relevant for the DoD Chancellor's Office, but regardless of the model selected, any assessment must identify the goals of the education activities, measure the outcomes related to these goals, and evaluate whether the outcomes meet the goals. Eleven appendixes contain supplemental information about DoD training programs and assessment approaches of other agencies. (Contains 6 figures, 26 tables, and 248 references.) (SLD)

ED 457 204

TM 033 302

Dillow, Sally, Ed.
Education Statistics Quarterly, Summer 2001.
PUB DATE- 01

NOTE- 112p.; Published quarterly. Individual articles also cited in "Current Index to Journals in Education" (CIJE). For the individual articles, see TM 523 797-814.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Academic Achievement; Educational Attainment;

*Educational Research; *Elementary Secondary Education;
Enrollment Projections; *Higher Education; National Surveys;
Research Methodology; School Statistics

IDENTIFIERS- *Condition of Education (NCES); *National Center for Education Statistics

This publication provides a comprehensive overview of work done across all parts of the National Center for Education Statistics (NCES). Each issue contains short publications, summaries, and descriptions that cover all NCES publications and data products released during a 3-month period. Each issue also contains a message from the NCES on a timely subject in education statistics and a featured topic with invited commentary. The articles of this issue are: (1) "The Condition of Education: 2001" (Featured Topic: The Condition of Education) (National Center for Education Statistics); (2) "Invited Commentary: Uses and Limitations of Indicator Data" (Andrew C. Porter); (3) "Invited Commentary: Research-Based Programs To Close Postsecondary Education Gaps" (Vinetta C. Jones); (4) "The Nation's Report Card: Fourth-Grade Reading 2000" (Patricia L. Donahue, Robert J. Finnegan, Anthony D. Lutkus, Nancy L. Allen, and Jay R. Campbell); (5) "Civics: What Do Fourth-Graders Know, and What Can They Do?" (Carol Johnson and Alan Vanneman); (6) "Civics: What Do Eighth-Graders Know,

Independent Colleges and Universities: A National Profile.

SPONS. AGENCY- Council of Independent Colleges, Washington, DC.; Citigroup Foundation, New York, NY.; UPS Foundation, Inc., Greenwich, CT.

PUB DATE- 01

NOTE- 33p.; Some text may not reproduce well. Also funded by the ExxonMobil Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; College Graduates; *College Students; Graduate Students; *Higher Education; *Institutional Characteristics; Paying for College; *Private Colleges; Profiles; Student Financial Aid

This profile of independent colleges emphasizes how diverse, affordable, personal, involved, and flexible such institutions are, and how they contribute to the success of their students. The 1,600 independent colleges and universities in the United States enroll 2.9 million students, and their variety ensures that students have choices in the educational experiences that will best serve their needs and interests. Private colleges and universities are more affordable than many people realize. Eighty percent of students at private institutions received some form of financial aid in 1995-1996. Much of this aid comes from the institutions' own resources, but federal and state financial assistance funds are also available. Education at a private institution is a highly personal experience, and students at private colleges and universities enjoy a lower student-to-faculty ratio than those at state colleges and universities. Independent colleges and universities are involved in their communities in many ways, as employers, sources of volunteers, and leaders in research. Private institutions are both flexible and convenient, meeting the needs of virtually everyone pursuing a higher education. A major characteristic of independent colleges and universities is that they are successful in helping students achieve their goals. Students attending private colleges are more likely to complete their degrees in 4 years than those at public institutions, and this advantage is apparent for all ethnic groups. Students from private colleges and universities are also more likely to pursue graduate and professional education. (SLD)

Howe, Richard D.

Salary-Trend Study of Faculty in Accounting for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of faculty salaries in accounting for 1996-97 and 1999-2000, see ED 442 361. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 284-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Accounting; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer

Howe, Richard D.

Salary-Trend Study of Faculty in Economics for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in economics, see ED 442 379. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Economics; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Economics at 167 public and 167 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$67,297 for 1,451 of faculty in public institutions was approximately 18% higher than the average salary for all faculty in all major fields. The average salary increase was 1.4% per year for public institutions and 2.9% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

Howe, Richard D.

Salary-Trend Study of Faculty in Education for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in education, see HE 442 380. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Preservice Teacher Education; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from

information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$50,274 for 3,480 faculty in public institutions was approximately 12.8% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 15.6% lower than that for all faculty. The average salary increase was 0.2% per year above the cost-of-living for public institutions and 1.3% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 760

HE 034 320

Howe, Richard D.

Salary-Trend Study of Faculty in Nursing (R.N. Training) for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of nursing (R.N. training) faculty for 1996-97 and 1999-2000, see ED 442 398. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Nursing; Nursing Education; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Nursing (R.N. Training) faculty at 193 public and 161 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$49,785 for 3,065 of faculty in public institutions was 13.9% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 20.9 lower than that for all faculty. The average salary increase was 1.2% per year above the cost-of-living for public institutions and 0.9% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 761

HE 034 321

Howe, Richard D.

Salary-Trend Study of Faculty in Occupational Therapy for the Years 1997-98 and 2000-01.

PUB DATE- 01

Markets" (Karen Evans, Martina Behrens, and Jens Kaluza). Each chapter contains references. (SLD)

ED 456 778

HE 034 338

Gillespie, Kay Herr, Ed.

A Guide to Faculty Development: Practical Advice, Examples, and Resources.

PUB DATE- 02

NOTE- 290p.; Some material in this book is based on "A Handbook for New Practitioners" published by New Forums Press in 1988. Prepared under the auspices of the Professional and Organizational Development Network in Higher Education (POD). Associate editors were Linda R. Hilsen and Emily C. Wadsworth.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *College Faculty; *Faculty Development; Higher Education; *Inservice Teacher Education; Program Development; Program Implementation; Teaching Methods

Chapters in this guide provide practical guidance and useful information and resources relating to important aspects of faculty development, from setting up a faculty development program to assessing teaching practices. The chapters are: (1) "Faculty, Instructional, and Organizational Development: Options and Choices" (Robert M. Diamond); (2) "Ten Principles of Good Practice in Creating and Sustaining Teaching and Learning Centers" (Mary Deane Sorcinelli); (3) "Program Types and Prototypes" (Deliver L. Wright); (4) "Establishing an Instructional Development Program: An Example" (L. Dee Fink); (5) "Improving the Evaluation of College Teaching" (L. Dee Fink); (6) "The Process of Individual Consultation" (Karron G. Lewis); (7) "Classroom Observation: The Observer as Collaborator" (LuAnn Wilkerson and Karron G. Lewis); (8) "Small Group Instructional Diagnosis: Tapping Student Perceptions of Teaching" (Nancy A. Diamond); (9) "If I Knew Then What I Know Now: A First-Year Faculty Consultant's Top Ten List" (Jill D. Jensen); (10) "Promoting Your Professional Development Program" (Susan A. Holton); (11) "Staging Successful Workshops" (Linda R. Hilsen and Emily C. Wadsworth); (12) "Ideas for Campus Newsletters" (Laura Border, Line Fisch, and Maryellen Weimer); (13) "Factoring Out Fear: Making Technology into Child's Play with Fundamentals" (LeAnne H. Rutherford); (14) "A Helpful Handout: Establishing and Maintaining a Positive Classroom Climate" (Linda R. Hilsen); (15) "Increase Your Effectiveness in the Organization: Work with Department Chairs" (Anne F. Lucas); (16) "Reaching for the Unreachable: Improving the Teaching of Poor Teachers" (Ann F. Lucas); (17) "Problem-Based Learning" (Richard G. Tiberius); (18) "Conceptualizing, Designing, and Implementing Multicultural Faculty Development Activities" (Christine A. Stanley); (19) "Methods for Addressing Diversity in the Classroom" (Lee Warren); (20) "What We Value, We Talk About: Including Lesbian, Gay, Bisexual, and Transgender People" (Christine Imbra and Helen Railis); (21) "The Basics of Faculty Development Committees" (Joyce Povlaas Lunde and Madelyn Meier Healy); (22) "Questions and Answers about Faculty Development Committees" (Joyce Povlaas Lunde and Madelyn Meier Healy); and (24) "Resources for Faculty Development Committees" (Joyce Povlaas Lunde and Madelyn Meier Healy). (Contains 190 references.) (SLD)

(Information); Cataloging; Classification; Indexing;
*Information Retrieval; Metadata; Subject Index Terms; *World
Wide Web
IDENTIFIERS- Search Engines

This book examines what has been done in providing subject access to networked resources. The first chapter provides a historical overview of information services, developments in information technology, and users, and the Internet, as well as a discussion of the library response to these developments. The second chapter discusses metadata, including contents and containers, the role of metadata, cataloging the World Wide Web, the Dublin Core, markup languages, and examples of current bibliographic metadata projects. The third chapter addresses classification, including the Dewey Decimal, Library of Congress, and Universal Decimal Classifications on the Web, other library classification schemes, purpose-specific classification schemes, and the future of classification. The fourth chapter covers controlled vocabularies, including controlled vocabulary applications and concerns about controlled vocabularies. The fifth section examines search engines, including the current situation, studying search engines, trends, and search tips. The sixth section considers future developments, including machine-aided indexing and automated text processing. (Each chapter contains references. The book has author and subject indexes.) (MES)

ED 456 800

IR 020 832

Technology Plan.

PUB DATE- 00

NOTE- 6p.

LANGUAGE- English

EDRS Price- \$6.01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Computer Uses in Education; Distance Education;
Educational Equipment; Educational Media; *Educational
Planning; Educational Resources; *Educational Technology;
Higher Education; *Technology Planning

IDENTIFIERS- *University of Wisconsin Sheboygan

The University of Wisconsin (UW) Sheboygan is committed to developing and maintaining a computing environment that supports the mission of the campus and the UW Colleges. Effective use of computer technology is an important part of the University's primary mission of teaching today's university students and serving local communities. Such an environment requires up-to-date software and hardware, convenient access to information resources, and also involves issues of reliability, security, connectivity, and adequate staffing and support. The University strives to enable faculty, staff, and students to use computing as an informational tool and resource, an enhancement to teaching and learning, and as a device to increase productivity. Following this Technology Plan statement, specific objectives for each of the following Instructional Technology Goals are listed: (1) Provide convenient access and resources for the entire campus community; (2) Allocate adequate resources for Instructional Technology Services; (3) Provide user support through Instructional Technology Services or local campus experts; (4) Provide technical support for campus computer equipment; (5) Ensure ongoing support and updating of computer resources; and (6) Distance education. (AEF)

ED 456 801

IR 020 833

sites; "supportive," that also offer learning or teaching materials; and "comprehensive," providing full-scope online courses. In demonstrating the findings, the report provides a full description of the Web sites--including consideration of Web site structure, organization and content evaluation--and proposes some guidelines for the creators of ESL Web sites. (Contains 33 references.) (Author/AEF)

ED 456 819

IR 020 874

Collis, Betty; Moonen, Jef
Flexible Learning in a Digital World: Experiences and Expectations. Open & Distance Learning Series.

PUB DATE- 01

NOTE- 231p.; Published by Kogan Page Limited.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classrooms; *Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; Educational Administration; Educational Development; *Educational Technology; Flexible Facilities; Instructional Design; Instructional Development; Technology Integration

This book provides a series of proven, practical guidelines for using technology in education, giving the reader an overview of how technological applications in education can be harnessed and developed. The book presents an integrated vision of how technology is related to learning-related change, and how current and emerging experiences can inform future success for those working in this field. A series of 18 key lessons are detailed in the book. These lessons can be applied by those working with educational technology at a number of different levels, including: those taking an institutional or managerial perspective; those responsible for implementing new approaches to learning; those concerned with issues of pedagogy and effective teaching; and those dealing with flexible learning technology. Chapter one focuses on the concept of flexible learning, and in chapter two, flexible learning is related to major changes facing higher education institutions throughout the world. For flexible learning to be implemented, instructors and learners will probably need to make use of technology; chapter three deals these implementation issues. In chapter four, the 4-E Model (presented in chapter three) is used to steer a direction for proceeding in terms of the technology itself. Chapter five focuses more specifically on pedagogical combinations that involve more flexibility and relates them to the instructor's pedagogical decisions based on a new definition of an active student--one of co-contributor to the course study resources and co-member of the course as a learning community. Chapter six suggests a simplified return on investment strategy based on the 4-E Model and involving the institutional, pedagogical and technological perspectives. In chapters one through six, a set of 18 lessons learned are developed, which predominantly argue via literature references and general statements about the authors' own experience. Chapters seven and eight make that experience explicit. Chapter nine argues that there is a new economy emerging for education, and uses the lessons to suggest its characteristics and implications. (Includes subject and author indexes. Contains 194 references.) (AEF)

related news terms. Top stories include: special series on the teenage brain, and MTV celebrates its 20th anniversary (August 2-3); violence rocks the Middle East, a team of scientists plans to begin cloning human beings, scientists disagree on the issue of human cloning, summertime heat and humidity can take a dangerous toll on the body, and President Bush allows limited funding for stem cell research (August 6-10); 20 years ago IBM unveiled its signature PC, efforts are underway to eradicate polio by 2005, Fidel Castro turns 75, and special report on Amra Trebinjac in Sarajevo (August 13-15, August 17); Russians remember the 1991 coup attempt that fatally wounded communism, patents may threaten access to stem cell lines, the Federal Reserve Board cuts interest rates again, liberals look for a new political target as Senator Jesse Helms announces his retirement, and France and Germany face rising unemployment (August 20-24); East Timor prepares for its first democratic elections, the National Institutes of Health (NIH) releases a list of labs that own the existing lines of embryonic stem cells, how much homework is enough for children, more U.S. schools are instituting dress codes, and college students discuss the challenges of money management (August 27-31). (AEF)

ED 456 838

IR 020 990

Technology, Education and Copyright Harmonization Act of 2001.
Hearing before the Subcommittee on Courts, the Internet, and Intellectual Property of the Committee on the Judiciary on S. 487. House of Representatives, One Hundred Seventh Congress, First Session.

PUB DATE- 01

NOTE- 30p.; Serial No. 14.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; Access to Information;

*Copyrights; Distance Education; Educational Resources; Fair Use (Copyrights); *Federal Legislation; Information Technology; Instructional Materials; *Intellectual Property

IDENTIFIERS- Digital Data; *Digital Technology

This document presents the proceedings from a legislative hearing before the Subcommittee on Courts, the Internet, and Intellectual Property of the Committee on the Judiciary, House of Representatives on S. 487, the Technology, Education, and Copyright Harmonization Act of 2001, popularly known as the TEACH Act. The TEACH Act amends sections 110(2) and 112 of the Copyright Act to facilitate the growth and development of digital distance education. It permits governmental bodies and nonprofit educational entities to engage in the same types of mediated instructional activities found in the traditional classroom via digital distance education, while at the same time, protecting the rights of their markets and potential infringement. An opening statement was given by the Honorable Howard Coble, a representative in Congress from North Carolina, and Chairman of the Subcommittee, followed by a prepared statement of the Honorable Howard L. Berman, a representative in Congress from California. Oral testimonies and prepared statements were given by three witnesses. Marybeth Peters, Register of Copyrights, was the first witness, and represented the views of the Copyright Office on the TEACH Act. In her statement, Marybeth Peters concluded: as a whole, the package is balanced; it will benefit education in the United States and will not unduly harm copyright owners; and the Copyright Office strongly supports the carefully negotiated compromise reflected in the TEACH Act as passed by the Senate. The second witness

Services; *Library Statistics; *Research Libraries; Statistical Analysis; *Statistical Data; Tables (Data)
IDENTIFIERS- *Association of Research Libraries

This is the latest in a series of annual publications that describe collections, staffing, expenditures, and service activities for the 122 member libraries of the Association of Research Libraries (ARL). Of these, 112 are universities; the remaining 10 are public, governmental, and private research libraries. ARL member libraries are the largest research libraries in North America, representing 15 Canadian and 107 U.S. research institutions. The academic libraries, which comprise about 92% of the membership, include 13 Canadian and 99 U.S. libraries. The total library expenditures of all 122 member libraries in 1999-2000 was more than \$2.6 billion; from that, almost \$2.2 billion was spent by the 112 university libraries and \$660 million by the non-university libraries. An introduction discusses ARL statistics trends, including evolution of definitions; service trends; decline of ownership; and promise of access. Five graphs and five tables in this section provide ARL libraries statistics on: service trends, 1991-2000; monograph and serial costs, 1986-2000; supply and demand, 1986-2000; expenditure trends, 1986-2000; and resources per student, 1986-2000. The next section consists of ARL library data tables, 1999-2000, providing statistics with summary data for collections, expenditures, and personnel and public services. A table of percentages and ratios, select indicators that describe the condition of ARL university libraries (1999-2000), is given, followed by Ph.D., faculty, and enrollment statistics and summary data. A final table presents a summary of rank for each university library in each of 18 categories for which rank order tables are prepared. (AEF)

ED 456 858

IR 058 311

Oregon Intellectual Freedom Clearinghouse. Thirteenth Annual Report, July 1, 1999-June 30, 2000.

PUB DATE- 00

NOTE- 14p.; For the 2000-2001 report, see IR 058 312.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Censorship; Data Collection; Elementary Secondary Education; *Intellectual Freedom; Learning Resources Centers; Library Collections; *Library Materials; Literature; Nonprint Media; Public Libraries; Publications; Reading Materials; School Libraries; State Agencies

IDENTIFIERS- *Oregon

The goal of the Oregon Intellectual Freedom Clearinghouse is to uphold the principles of the Library Bill of Rights in all types of libraries by improving communication between librarians, board members, professional associations, and other concerned groups in Oregon about challenges to intellectual freedom, and by increasing awareness as to how threats to intellectual freedom can be overcome. The data collection is limited to formal challenges to any type of library material in any type of Oregon library. A formal challenge is defined as a written "Request for Reconsideration" or "Statement of Concern" submitted by a group or individual to a library. Additional information is obtained from newspaper reports, if available. In a few instances, newspaper articles are the sole source of information about a challenge. This Thirteenth Annual Report on the Oregon Intellectual Freedom Clearinghouse summarizes 32 challenges against library materials that took place between

DESCRIPTORS- Associate Degrees; College Faculty; Community Colleges; Continuing Education; Educational Finance; *Enrollment; Females; *Institutional Characteristics; Labor Force Development; Males; Minority Groups; Salaries; *School Effectiveness; *Student Characteristics; Two Year College Students; Two Year Colleges

This comprehensive fact book is part of the institutional effectiveness effort at El Centro College in Texas. It provides extensive information on students, graduation, performance measures, continuing education, faculty, and finances. Report highlights (for fall 2000, unless noted otherwise) include: (1) unduplicated headcount was 4,227; (2) females made up 68% of enrollment; (3) 39% of students were African American, 31% White, 22% Hispanic, and 7% "other"; (4) average student age was 29; (5) only 23% of students were enrolled full time; (6) for academic year 1999-2000, 133 certificates and 370 associate degrees were awarded; (7) 39% of the degrees were in nursing, 15% in liberal arts, and 11% in legal assistance; (8) in fall 1999, El Centro had an 81% course completion rate, comparable to the state's (80%) and higher than the district's (76%); (9) 37% of students earned less than \$8,000 per year, and 13% earned more than \$27,000; (10) 40% of students reported job-related reasons for attending the school; (11) for academic year 1999-2000, headcount for continuing/workforce education was 10,364; (12) in fall 1999, the college employed 315 faculty, 56% of whom were female and 76% of whom were White; (13) in 1999, 45 faculty members held doctoral degrees and 157 held master's degrees; (14) in 1999, 210 of the faculty members were between 41 and 60 years of age; (15) average salary reported for faculty members in academic year 1999-2000 was \$53,049 for males and \$48,111 for females, a decline from 1997-1998; and (16) total current funds revenue for fiscal year 1998-1999 was \$24,304,542. Contains numerous tables and graphs. (EMH)

ED 456 877

JC 010 604

Tidewater Community College Distance Learning Report.

PUB DATE- 01

NOTE- 27p.; Produced by Tidewater Community College, Office of Institutional Effectiveness. Some text may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Access to Education; Community Colleges; *Distance Education; Enrollment Rate; Grade Point Average; Internet; *Nontraditional Education; *Online Courses; Program Evaluation; School Holding Power; Student Financial Aid; *Telecourses; Two Year Colleges

IDENTIFIERS- *Tidewater Community College VA

This study of distance learning at Tidewater Community College (TCC) was conducted to determine enrollment patterns, retention, and success in distance learning courses and student perceptions. Distance learning was defined as students enrolled in one of three modes of course delivery: telecourse, online, and compressed video. The time frame for the study spanned summer 1998 to spring 2000. Highlights include: (1) a greater percentage of whites (70%) and females (69%) enrolled in distance learning courses, compared with TCC's overall student population; (2) online course enrollments increased from eight sections and 146 students in summer 1998 to 37 sections and 1,014 students in spring 2000; (3) for all modes of distance learning, the majority of students learned about the course via

of selected professional organizations, and activities and learning strategies related to California standards. (Contains 136 references.) (KB)

ED 456 896

PS 029 630

The Early Childhood Mental Health Best Practices Project. Report on Project Activities, Year Two.

SPONS. AGENCY- Oregon State Dept. of Human Services, Salem. Mental Health & Developmental Disabilities Services Div.

PUB DATE- 01

NOTE- 68p.; In Partnership with Northwest Early Childhood Institute. Also funded by Portland Public Schools Safe Schools/Healthy Student Initiative, Morrison Center Child and Family Services, Local Interagency Coordinating Council, and Early Childhood Care and Education Council, ECMH Committee, Multnomah County Commission of Children, Families and Community.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Early Childhood Education; Early Intervention; *Family Programs; *Interdisciplinary Approach; Interpersonal Relationship; Literature Reviews; *Mental Health; *Mental Health Programs; Models; Parent Child Relationship; *Professional Development; Program Descriptions; Program Evaluation; *Young Children

IDENTIFIERS- Oregon; Promising Practices

The goal of the Early Childhood Mental Health (ECMH) Best Practices Project in Multnomah County, Oregon, is to improve the ability of early childhood professionals and partners to support and strengthen the emotional and relational development of young children with their families and communities. This report presents the activities for Year 2 of the project. The focus of Year 2 was to identify current best/promising practices for child and family-serving agencies, organizations, programs, and disciplines. The components of the project included: (1) a project steering committee; (2) two workgroups, comprised of community members to complete a review of current literature and develop a learning model for ECMH professional development; and (3) a community learning event which provided an interdisciplinary audience with a common foundation of knowledge about early childhood mental health. Using an interdisciplinary approach, the project represented the views of child welfare, mental health, health, community justice, early childhood care and education, developmental disabilities, and medicine. The report details key messages learned from Year 2, delineates Year 2 accomplishments, describes the findings related to best practices, and presents plans for dissemination in Year 3. The report concludes by noting that the findings of the project help chart an evidence-based path to strengthen community efforts to develop infrastructure for child and family serving programs. The workgroups' findings and the community learning event highlighted the primacy of relationships as the key structure, process, content, and focus for effectively promoting developmental health for children and families. (KB)

ED 456 897

PS 029 713

George, Shanti; van Oudenhoven, Nico; Wazir, Rakha. Stakeholders in Foster Care: An International Comparative Study. PUB DATE- 01

NOTE- 18p.; Paper presented at the Meeting of the International Federation of Foster Care Organizations (Veldhoven,

school year who participated in free lunch programs. Academic performance was assessed with the Stanford Diagnostic Reading and Mathematics Test total battery score. The Early Childhood Student Profile provided information on student cognitive/language/literacy skills, mathematics and logic skills, and language arts. The findings showed that the Jump Start program's KERA preschool and Head Start showed higher mean scores than the comparison group in both reading and mathematics. KERA's preschool had the highest scores for both reading and mathematics. An attendance analysis showed that the Jump Start class of 1996-1997 increased their attendance pattern from preschool to grade 3. Also, participants in the Jump Start programs made significant gains in the various dimensions measured by the Early Childhood Student Profile. (Contains 23 references.) (KB)

ED 456 914

PS 029 757

Recursos para padres: Informacion importante para el exito de su hijo en la escuela... (Resources for Parents: Important Information for the Success of Your Child in School...).

Folder .

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- Sp.

LANGUAGE- Spanish

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Admission (School); Attendance; Children; *Childrens Rights; Elementary Secondary Education; *Homeless People; Parent Participation; Parent School Relationship; Parents; *School Registration

IDENTIFIERS- National Center for Homeless Students

This glossy folder is intended for parents to keep important papers related to their children's school. On the inside flaps of the folder are written in Spanish: (1) a list of suggested school-related papers that parents could keep in the folder; (2) a space for parents to write information about the schools their child has most recently attended; (3) lists of tasks for parents to perform when moving to a new place so their child can attend school; (4) information about children's rights related to attending school; and (5) information about the National Center for Homeless Education. On the back flap of the folder is printed a list of questions that parents can ask school personnel about programs and services offered at the school. (BC)

ED 456 915

PS 029 758

Vandenbroeck, Michel
The View of the Yeti: Bringing up Children in the Spirit of Self-Awareness and Kindredship.

PUB DATE- 99

NOTE- 26lp.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

(120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Attitudes; Adolescent Behavior;
Adolescent Development; *Adolescents; *Child Labor; *Child
Welfare; Federal Legislation; National Surveys; *Public Policy;
State Programs; *Welfare Recipients; Well Being; *Youth
Employment

IDENTIFIERS- Reauthorization Legislation; *Temporary Assistance
for Needy Families; Welfare Reform

The upcoming reauthorization of the Temporary Assistance for Needy Families (TANF) block grant is prompting closer scrutiny of how families affected by the law are faring. This research brief examines teen employment in the context of welfare reform, drawing on data from the National Survey of America's Families (NSAF) to describe employment patterns among teens ages 14 to 17 years. The brief reports that teens in families receiving welfare benefits are much less likely to have jobs than those in families that have left the welfare rolls. Moreover, the brief indicates, working teens in families that have recently left the welfare rolls are much more likely to work long hours than any other group of youth. Large differences across states are reported in the proportion of teens who work. The brief's findings suggest that enhancing employment opportunities for youth in welfare families, while considering pressures to work overly long hours, should be a focus of the TANF reauthorization debate. In addition, the findings demonstrate that states face very different needs in the youth employment area, suggesting that the focus and scope of state youth employment programs should take this into account. (Contains 15 endnotes.) (Author/KB)

ED 456 935

PS 029 789

Goncu, Artin, Ed.; Klein, Elisa L.
Children in Play, Story, and School.

PUB DATE- 01

NOTE- 406p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Attachment Behavior; Cognitive Development;
Constructivism (Learning); Day Care; Dramatic Play; Early
Childhood Education; Emotional Development; Parent Role; Parent
School Relationship; *Play; *Preschool Curriculum; *Pretend
Play; Problem Solving; Public Policy; Social Development;
*Story Telling; Teacher Role; *Teacher Student Relationship;
Theories; *Young Children

IDENTIFIERS- Adult Child Relationship; Play Learning; Play Theory
In honor of the contributions of Greta G. Fein to the fields of developmental psychology and early childhood education, a community of scholars prepared this volume to explore how social play arises, social play's developmental and educational significance, and the ways in which social play can be promoted in early childhood settings. In addition, the book explores the psychological origins and significance of storytelling and examines the significance of child care and school experiences for young children as well as the social policy implications of these experiences. The chapters are: (1) "Children in Play, Story, and School: A Tribute to Greta G. Fein" (Artin Goncu and Elisa L. Klein); (2) "Play as Improvisational Rehearsal: Multiple Levels of Analysis in Children's Play" (R. Keith Sawyer); (3) "Nonsocial Play as a Risk Factor in Social and Emotional Development" (Charissa S. L. Cheah, Larry J. Nelson, and Kenneth H. Rubin); (4) "Transforming the 'Play-Oriented Curriculum' and Work in Constructivist Early Education" (Rheta

Enough Food for Healthy Lives.
SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.;
Farm Foundation, Chicago, IL.

PUB DATE- 01

NOTE- 12p.; Also sponsored by the TVA Rural Studies Program at
the University of Kentucky, and 29 Southern land grant
institutions.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Child Welfare; Educational Needs; *Family
Characteristics; Family Needs; *Hunger; Incidence; Low Income
Groups; One Parent Family; *Poverty; *Public Policy; *Rural
Areas; Rural Family; Unskilled Workers; Welfare Services

IDENTIFIERS- Food Assistance Programs; *Food Security; *United
States (South)

Food insecurity is more prevalent in the rural South than in
metropolitan areas of the South and rural areas in other
regions. This reflects the lower incomes and higher poverty
rates in the rural South. On the other hand, the prevalence of
poverty-linked hunger--the most severe range of food insecurity--
is about the same in the rural South as in the rest of the
nation. Single mothers with children are especially vulnerable
to food insecurity and hunger, as are blacks and Hispanics. On
the positive side, rates of food insecurity and hunger in the
rural South have declined substantially since they were first
measured in 1995. Federal programs play dominant roles in
assuring that all people have enough food, particularly through
the Food Stamp Program and the National School Lunch Program.
States and local communities also can make important
contributions by making sure that work pays, especially for
less skilled and less educated workers; promoting policies to
improve employment and earnings of less skilled workers, while
also providing opportunities to enhance job skills; paying
attention to issues that affect single mothers, such as child
care for training programs and employment, cash welfare, and
teenage pregnancy prevention; assuring that federal and state
programs are readily accessible; developing strong community
organizations to meet emergency needs; and coordinating
services among providers and public assistance agencies. (TD)

ED 456 953

RC 023 137

Mora, Juana

Building Community Linkages: Some Thoughts on Community Based
Action Research.

PUB DATE- 99

NOTE- 7p.; Paper presented at the Southern California Chapter of
the National Association of Chicano/a Studies (March 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Action Research; *Attitudes; Community Action;
*Cultural Awareness; Higher Education; Hispanic Americans;
Participatory Research; *Researchers; Trust (Psychology)
IDENTIFIERS- Chicano Studies; *Chicanos; Researcher Role;
*Researcher Subject Relationship

An original goal of Chicano Studies was to promote improvement of
social and economic conditions in the community, with Chicano
and Chicano scholars at the forefront of community struggles.
Within this perspective, research is problem-based and part of
the community action process. Chicano community groups want to

SPONS. AGENCY- California Univ., Santa Barbara. Linguistic Minority Research Inst.; Spencer Foundation, Chicago, IL.; Grant (M.T.) Foundation, New York, NY.; Stanford Univ., CA. Center for the Study of Families, Children, and Youth.; California Univ., San Diego. Center for U.S.-Mexican Studies.; Ford Foundation, New York, NY.

PUB DATE- 01

NOTE- 333p.; Also supported by California Policy Research Center, Ford Foundation Minority Postdoctoral Program, and Chicano Studies Research Center, UCLA.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- Adolescent Development; Adolescents; Disadvantaged Youth; *Help Seeking; *High School Students; High Schools; Hispanic American Students; Immigrants; Mexican American Education; *Mexican Americans; Neighborhoods; *Parent Student Relationship; Social Capital; Social Environment; *Social Networks; Social Support Groups; *Student School Relationship; Urban Youth

IDENTIFIERS- California (San Diego); California (San Francisco Bay Area)

This book presents a detailed study of the social support networks and help-seeking experiences of low-income Mexican-origin adolescents from immigrant families in the San Diego and San Francisco areas. Drawing on social network data, interviews, and statistical survey data, the book documents and elaborates on the numerous constraints and social forces that prevent many low-status youth from constructing relationships and social networks that could provide important social support. Sections explore the overlapping realms of the neighborhood, the kinship network, and the school, focusing on the relational dynamics that promote or impede social network development in each context. Constraints on help seeking and network development are mainly divided into two categories: those arising in the social-psychological orientations of adolescents and those identified as institutional structures or organizational features. Special attention is given to those forms of institutional support normally enjoyed by privileged youth but not by working-class youth, such as expert guidance on college opportunities. The findings also suggest how some working-class youth become exceptional cases, weaving social webs that promote persistence in school and empowering forms of resiliency. In both types of cases, the role of social networks in shaping young people's life-chances is elucidated. Appendices define social capital and "institutional support," review research methodology, and present data tables. (Contains 237 references, notes, and an index.) (SV)

ED 456 971

RC 023 164

Cobb, Amanda J.
Listening to Our Grandmothers' Stories: The Bloomfield Academy for Chickasaw Females, 1852-1949.

PUB DATE- 80

NOTE- 180p.; Winner of the 1998 North American Indian Press Award and the 2001 American Book Award.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Historical Materials (056)

DESCRIPTORS- *Acculturation; *American Indian Education; American Indian History; *Boarding Schools; Choctaw (Tribe); Educational History; Educational Practices; Elementary Secondary Education; Federal Indian Relationship; Females; Literacy; Role of

PUB DATE- 97

NOTE- 21p.; In: Rural Substance Abuse: State of Knowledge and Issues. NIDA Research Monograph 168; see RC 023 179.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Agency Cooperation; *Community Health Services; Family Programs; Mental Disorders; *Mental Health Programs; Models; *Prevention; *Rural Areas; School Health Services; Substance Abuse

IDENTIFIERS- *Access to Health Care; Omnibus Budget Reconciliation Act 1981

The rural community mental health center tends to serve a large geographic area, have decentralized service delivery, require its professionals to function as generalists, and coordinate closely with other agencies. The last decade has seen an increasing strain placed on this pattern. As block grant and fee-for-service shifts resulting from the Omnibus Budget Reconciliation Act of 1981 took hold, the rural community mental health center was forced to step away from its role as a multiservice agency accessible for general community utilization and into a narrower role of service provider to the seriously impaired or those able to pay. In already underserved rural areas, this has generated immense challenges for mental health professionals to provide services to persons other than those with chronic mental illness. Successful alternatives and innovations are discussed, including linkages with primary care physicians and training indigenous residents to provide basic mental health services under professional supervision. Innovative rural prevention programs link parents and young children to child development professionals, build self-esteem in at-risk youth, respond to families affected by the farm crisis, and detect and prevent school adjustment problems. A literature review found few rural programs addressing the issues of substance abuse; services to women, children, the elderly, those with severe mental illness or developmental disabilities, and the homeless; or crisis intervention. (Contains 59 references.) (TD)

ED 456 989

RC 023 189

Stubben, Jerry

Culturally Competent Substance Abuse Prevention Research among Rural Native American Communities.

PUB DATE- 97

NOTE- 26p.; In: Rural Substance Abuse: State of Knowledge and Issues. NIDA Research Monograph 168; see RC 023 179.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Community Attitudes; Community Involvement; Cultural Awareness; *Evaluation Methods; Evaluation Research; *Participatory Research; *Prevention; Program Evaluation; Reservation American Indians; *Rural American Indians; *Substance Abuse

IDENTIFIERS- Native Americans; *Researcher Subject Relationship

A study examined the process of evaluating family-oriented substance abuse prevention efforts in three Native American communities. In general, the Native communities exhibited a lack of commitment to academic evaluation research due to concerns over who would gain from such research, how much value was placed on Indian opinions, the level of intrusion involved, whether the research was an attempt to assimilate Indians into the larger society, and the use of non-Native staff.

***Tests**

This assessment sample provides information on the Missouri Assessment Program (MAP) for grade 10 mathematics. The sample consists of three items taken from the test booklet and scoring guides for the three items. The items assess geometric/spatial sense and measurement, patterns and relationships, and number sense. (MM)

ED 457 013

SE 065 171

Released Items: Missouri Assessment Program (MAP), Intermediate Mathematics, Spring 2000. Grade 8.

PUB DATE- 00

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Answer Keys; Data Analysis; Evaluation; Grade 8; Junior High Schools; Mathematics Instruction; Number Concepts; Patterns in Mathematics; Probability; Statistics; *Tests

IDENTIFIERS- *Missouri Assessment Program

This assessment sample provides information on the Missouri Assessment Program (MAP) for grade 8 mathematics. The sample consists of three items taken from the test booklet and scoring guides for the three items. The items assess number theory, data analysis, probability and statistics, and patterns and relationships. (MM)

ED 457 014

SE 065 172

Released Items: Missouri Assessment Program (MAP), Intermediate Science, Spring 2000. Grade 7.

PUB DATE- 00

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Answer Keys; Evaluation; Grade 7; Graphs; Heat; Junior High Schools; Measures (Individuals); Minerals; Plant Growth; Science Education; *Tests

IDENTIFIERS- *Missouri Assessment Program

This assessment sample provides information on the Missouri Assessment Program (MAP) for grade 7 science. The sample consists of seven items taken from the test booklet and scoring guides for the seven items. The items assess heat, minerals, graphing, and plant growth. (MM)

ED 457 015

SE 065 173

Released Items: Missouri Assessment Program (MAP), Secondary Science, Spring 2000. Grade 10.

PUB DATE- 00

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

these large differences in earnings persist after accounting for educational attainment and prose, document, and quantitative literacy skills. (EH)

ED 457 040

SO 029 601

Iram, Yaseov; Schmida, Mirjam
The Educational System of Israel. Contributions to the Study of
Education, Number 70.

PUB DATE- 96

NOTE- 192p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- *Educational Environment; *Educational Policy;

*Educational Practices; Foreign Countries; *Public Education

IDENTIFIERS- Educational Issues; *Israel; Israeli Arabs; System
Evaluation

Although it has many features in common with other national educational systems in developed countries, the Israeli educational system has unique characteristics derived from both Jewish tradition and modern history, as well as from national revival over the last century. This book aims to provide an analytical review of the Israeli educational system as a whole from the preschool stage through higher education, and it addresses special educational issues such as reforms, changes, multiculturalism, vocationalism, and equity. Chapters in the book are: (1) "History, Geography, Demography, Economy, and Government"; (2) "Preprimary and Primary Education"; (3) "Postprimary Education"; (4) "Vocationalism"; (5) "Higher Education"; (6) "Informal Education"; (7) "Arab Education: Development versus Control" (Hajid Al-Haj); (8) "Educational Reforms and Changes"; (9) "Multicultural Education"; and (10) "Major Trends and Future Developments." Contains a glossary, an annotated bibliography, and name and subject indexes. (BT)

ED 457 041

SO 030 910

Raviv, Amiram, Ed.; Oppenheimer, Louis, Ed.; Bar-Tal, Daniel, Ed.
How Children Understand War and Peace: A Call for International
Peace Education.

PUB DATE- 99

NOTE- 352p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General

(020), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Concept Formation; *Conflict Resolution; Elementary
Secondary Education; International Cooperation; *Peace;
Political Issues; Skill Development; Social Problems; Social
Studies; *War

IDENTIFIERS- Internationalism; *Peace Education

This book of essays offers an international perspective on how the concepts of war and peace develop in children and how, through overt teaching of conflict resolution and peacemaking skills in schools, a more peaceful world can be created. Following an introduction, the 14 essays in the book are grouped in 3 parts: (1) "Developmental Perspectives"; (2) "Socialization and Experience"; and (3) "Learning in Schools." Essays under part 1 are: (1) "Children, War, and Peace: A Review of Fifty Years of Research from the Perspective of a Balanced Concept of Peace Education" (Lennart Vriens); (2) "I Know What You Are Thinking: The Role-Taking Ability and

Spanish explorer Hernan Cortes encountered the Aztecs in 1519 and conquered them in 1521, claiming their empire for Spain. He then destroyed the Aztec capital city of Tenochtitlan and rebuilt a Spanish city in its ruins. In this lesson plan, it is the year 1527 and an Independent Counsel has been chosen by the College of Cardinals of the Catholic Church to determine a policy for the Church toward future exploration, conquest, and conversion of the native people of Mexico. The lesson asks students to represent either the Spanish or the Aztecs, whose cases will be argued to the Special Counsel. The Spanish will want to present arguments supporting the conquest. The Aztecs will want to present arguments objecting to the conquest. Students are provided with background information, detailed instructions, on-line and print resources, and reflection questions. The teacher's notes explain the unit's correlation to history/social science and language arts standards, suggest day-by-day teaching strategies, provide an extensive resource list, and include a model for writing a legal brief. (BT)

ED 457 063

SO 031 516

Edwards, Mary

International Institute of Archaeology Anthropology: Early Human Culture. Grade 6 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 98

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; *Anthropology; *Archaeology; Cooperative Learning; Grade 6; Interdisciplinary Approach; Intermediate Grades; Internet; Role Playing; Social Studies; Student Research

IDENTIFIERS- California; *Cultural Studies; *Prehistoric Peoples

In this lesson, student teams research one of the species of early humans. Teams will create presentations that include information on physical traits, habitat, era, means of survival, culture, and relationship to modern humans. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the application of history/social science and language arts standards, and suggest teaching strategies. (BT)

ED 457 064

SO 031 525

Otto, Gina

Let's Sue Them All! The Byzantine Disaster. Grade 7 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 98

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Case Method (Teaching Technique); *Cultural

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- Colonialism; *Comparative Education; *Cultural Context; Developing Nations; *Educational Development; *Educational History; Educational Research; Foreign Countries; Gender Issues; Political Issues; Religion; *Western Civilization

IDENTIFIERS- Great Britain; Historical Background; *Swaziland

This research project is part of a larger study that will culminate in a book entitled "Culture and Education: The Social Consequences of Westernization in Contemporary Swaziland." While the major focus of that book is concerned with present day Swaziland, this historical research was needed in order to place the present day study of children, schools, and their families in a historical context. Today's society in Swaziland is a complex blend of traditional Swazi culture and Western (primarily British) tradition. The educational system in Swaziland has played a large role in the creation and continuance of this unique blend of cultures. Research was conducted at the Public Record Office in Kew, England, to discover documents, not available in the National Archives of Swaziland, pertaining to the development of Western education in Swaziland. The research concentrates on the years from World War II to independence in 1966, although it touches on the entire colonial period. Findings reveal that in many ways the unique historical beginnings of Western education in Swaziland are more complex and complicated than simply a racial analysis of the white colonizer conquering and socializing the African through education. Conflicts arose among competing forces to gain power in the territory, and in many cases, the rationale behind a person's enmity may have had little to do with race, but rather more to do with power and control over land and people. Three themes have emerged related to these conflicts: a struggle for religious power; a struggle for political power; and a gender-defined dominance. (Contains 41 notes.) (BT)

ED 457 086

SO 032 956

Reilly, Linda B.

Gender Specific Aspects of Children's Clothing and Teacher-Student Interaction.

PUB DATE- 01

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Variance; *Children; Classroom Research; *Clothing; *Gender Issues; Grade 2; Interaction Process Analysis; Primary Education; *Sex Role; *Teacher Student Relationship

IDENTIFIERS- Communication Behavior; Variables

This study examined the effect of the gender specific aspects of a child's clothing and a child's sex on the type of interaction that occurred between the child and the teacher. A stratified random sample of second graders, including urban (n=104), suburban (n=77), and rural (n=49) districts, was used, drawing on two classes from each of six school districts. Principals and teachers were told that the purpose of the study was to observe children's clothing practices and their interactions during class. No mention was made concerning the teacher's interaction with the child. Sex and gender aspects of clothing were found to be related to teacher student interaction. Male and female children who were dressed in a unisex manner were the most likely to experience positive interaction while those

educational principle, which is to let the blind force of desire under the control of reason, thus revealing the domination of free will; and the active educational principle, which is to initiate the educated person to respect the internal free will by the inference of reason and the consciousness of freedom. (Contains 18 references.) (Author/BT)

ED 457 106

SO 032 989

Hess, Diana
Teaching Students To Discuss Controversial Public Issues. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Citizenship Education; *Civics; *Controversial Issues (Course Content); Curriculum Development; Secondary Education; Social Studies; Teaching Methods

IDENTIFIERS- ERIC Digests

Talking with others, especially people with different viewpoints, about matters of public and common concern is a basic pro-democracy skill and act. For that reason, teaching young people how to participate more effectively in discussions of controversial public issues (CPI) has long been a major goal of social studies educators. In most social studies classes, however, there are few CPI discussions. Those teachers who include CPI discussions in their curricula recognize that it is difficult both to teach and to learn these skills. Drawing on recent research, this digest examines the meaning of CPI discussions and recommends how teachers can structure their curricula and teaching methods to improve their students' ability to discuss controversial issues. (BB)

ED 457 107

SO 032 990

Green, Martha, Ed.; Blakley, Joyce, Ed.; Scott, Sybille, Ed.; Stuart, Deborah, Ed.; Shin, Gene-Tay, Ed.; Gorski, Paul, Ed.
Resources for a Multicultural Classroom. The Multicultural Resource Series, Volume 2.

PUB DATE- 00

NOTE- 277p.; For Volume 1, see ED 451 153. Produced by NEA Human and Civil Rights Division.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Bibliographies; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; *Ethnic Groups; Films; *Information Sources; *Multicultural Education

IDENTIFIERS- *Multicultural Literature; *Multicultural Materials; Web Sites

This second volume in the series "Resources for a Multicultural Classroom" helps teachers develop creative ways to integrate multiculturalism into every curriculum, from science to literature. This annotated resource guide presents K-12 teachers with an extensive listing of print (biography, poetry, anthology, essay, fiction, research, and history), film and video, and electronic resources. National and state

agreed that the impact of Curriculum Framework reforms was tremendous, affecting their workload, programs, planning, assessment, and professional development. Respondents were generally supportive of the need for curriculum reform and positive about the Curriculum Framework. Significant changes in school programs followed the introduction of each new curriculum document. Respondents described certain patterns which improved practice, and therefore student learning. Patterns included increased detail in planning, programs, assessment, recording, and reporting; linkage from the curriculum documents to planning, programs, resources, teaching, assessment, and reporting to parents; development of more schoolwide structures to curriculum coverage and assessment than in the past; and more focus on individual student needs. Respondents reported a continuing preoccupation with assessment. (Contains 30 references.) (SM)

ED 457 126

SP 040 182

Teacher Standards, Quality and Professionalism. Working Document.
Outcomes from a National Professional Summit.

PUB DATE- 01

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Academic Standards; Educational Quality; Elementary
Secondary Education; *Faculty Development; Foreign Countries;
*Teacher Competencies; *Teacher Effectiveness; Teacher
Improvement; *Teaching Skills

IDENTIFIERS- Australia; *Professionalism

This document reports on a 2001 Australian summit on teacher standards, quality, and professionalism. This invitational activity included approximately 50 senior policymakers, researchers, and practicing teachers who participated in two workshops involving international experts. They identified where the profession should be in relation to teaching standards, quality, and professionalism in 5 years. The summit emphasized the extensive work that has already occurred in such areas as training, research, and professional development. Strengthening the profession can be achieved using a process of continuous development and effective mechanisms for teacher recruitment and retention. The challenge defined by the summit is to understand and operate effectively within both professional and political contexts. The summit recommends that resources and efforts be directed toward ensuring that all teachers are engaged, supported, and accountable in relation to teacher standards, quality, and professionalism. Three key areas for action are professional teaching standards, engaging the profession, and national commitment and support. Proposed next steps include: participant dissemination of this working document; promotion by the Australian College of Education of a common, unifying agenda and action on teacher standards, quality, and professionalism; and identification by stakeholders of individual and collective strategies to use in advancing this agenda. (SM)

ED 457 127

SP 040 202

Pasquero, Jean; Schmitt, Ruth; Beaulieu, Suzanne
Facing the Reality of Qualitative Research: An Interactive
Workshop Comparing Teaching and Research Case Writing.

PUB DATE- 01

apply knowledge in different situations. Materials also include scoring guides and anchor papers for the constructed-response items and performance event. Anchor papers were selected from student papers that were scored by a group of Missouri teachers. They represent the different points possible as established by the scoring guides. Annotations shown with each paper explain the reasons for assigning indicated scores. Items for the Health/Physical Education MAP are organized around nine topics/themes: Body Systems, Consumer Health, Disease Prevention and Control, Physical and Mental Health, Life Management Skills, Nutrition, Physical Fitness and Movement, Safety and Emergency Responses, and Tobacco, Alcohol, and Other Drug Prevention. (SM)

ED 457 146

SP 040 227

Lewis, Anne, Ed.

To Create a Profession: Supporting Teachers as Professionals. A Report of the AASCU Task Force on Professional Development for Teachers.

SPONS. AGENCY- National Commission on Teaching & America's Future, New York, NY.; Carnegie Corp. of New York, NY.

PUB DATE- 01

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Administrator Role; Beginning Teacher Induction; Beginning Teachers; *College Presidents; Educational Quality; Elementary Secondary Education; *Faculty Development; Graduate Study; Higher Education; Inservice Teacher Education; Leadership; Preservice Teacher Education; *Teacher Competencies; *Teacher Improvement

This report examines the need for ongoing support of teachers as professionals, offering concrete steps that presidents or chancellors can take to improve their programs. It highlights: "A Call for Action"; "What Can University Presidents Do To Best Assure a Competent, Caring and Qualified Teacher in Every Classroom?"; "Why Focus on Professional Development?"; "Why Should Presidents Care about Teacher Education?"; "A Final Word about This Report"; "Some Thoughts about Our Premises"; "Three Premises of Professional Development"; "Three Premises about Universities and Teacher Education"; "Professional Development for Teachers"; "Our Vision"; "Beliefs about Professional Development for Teachers"; "Tools for Constructive Engagement" (leadership in the community, leadership on campus, and systemic analysis); "Induction"; "Graduate Degrees"; "Professional Growth"; "Conclusion" (high quality professional development is essential; university presidents must take an active role, and leadership is critical); and "Summary and Recommendations." (This last section asserts the following: presidents strongly support policies and practices that ensure all teachers are certified to teach the subjects they are assigned; presidents use on-campus and community opportunities to discuss quality teacher education and professional development; they examine the reward structures at their institutions; they conduct an inventory of current practice; and universities conduct an inventory of Master's programs and of professional development activities for P-12 teachers. (Contains 22 references.) (SM)

ED 457 147

SP 040 246

the ACT math score and high school percentile rank as independent predictors. For cross-validation purposes, a second, independent data set of 200 students was obtained. Results of the comparison between actual and prediction based placement level for either data set agreed in approximately 55% of the cases, and for the remaining cases, a more conservative placement resulted in about 18% of the cases. In about 8%, the placement level was raised. The potential benefits of this approach at a large university are discussed. An appendix contains some comparative figures from the current and proposed scoring procedures. (SLD)

ED 457 166

TM 033 256

Eberts, Randall W.; Hollenbeck, Kevin M.
An Examination of Student Achievement in Michigan Charter Schools. Staff Working Papers.

PUB DATE- 01

NOTE- 48p.; Portions of this paper were prepared for a conference entitled "Devising Incentives to Promote Human Capital" organized by Eric Hanushek, James Heckman, and Derek Neal and sponsored by the National Academy of Sciences.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Charter Schools; Elementary Secondary Education; *School Choice; Scores; Test Results

IDENTIFIERS- *Michigan

This paper focuses on student achievement in charter schools in Michigan. The analyses suggest that students attending charter schools in Michigan are not reaching the same levels of achievement as students in traditional public schools in the same districts. Using several different models to estimate the differences between test score levels of students attending charter schools and those from traditional public schools in the same districts, the analyses indicate that students attending a charter school scored around 2% to 4% lower on the state's mandatory fourth grade reading and mathematics assessment. Fifth grade students in charter schools scored about 4% lower on the science test and about 6% to 9% lower on the writing test. The model controls for student, building, and district characteristics. The results are robust to several different specifications. However, many caveats are in order. Test scores are imperfect indicators of achievement. Furthermore, while the test scores of individual students are examined, researchers are able to control for student and teacher characteristics only in a limited way, and some of the explanatory variables are based on aggregate-building level and district-level information. Nevertheless, analyses suggest that despite the fact that charter schools have the ability to introduce competition and innovations in the provision of education, the evidence from this study implies that they will need to make up considerable ground as they become more established in order to overtake the test score levels and gains of students at traditional public schools. (Contains 15 notes, 8 tables, and 5 references.) (SLD)

ED 457 167

TM 033 257

Miller-Whitehead, Marie
Efficiency, Outcomes, and Empowerment Evaluation of a School District MET Project, Part II: School and Community Impact. Research Brief.

relationships among methods of instruction, educational outcomes, and measurement of those outcomes. This work led to his first book in 1950 and eventually to the work for which he is best known, the "Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain." In 1959 Bloom spent a year at the Center for Advanced Study in Behavioral Sciences at Stanford University. This year marked a shift in high research and writing, as Bloom began to concentrate on problems in learning, rather than problems in testing, measurement, and evaluation. Bloom's most notable contribution to teaching and learning was his work in developing the theory and practice of mastery learning. Mastery learning was developed as a way for teachers to provide higher quality and more appropriate instruction for their students. Mastery learning depends on feedback, correctives, and enrichments, combined with another essential element of mastery learning, congruence among instructional components. Mastery learning is not an educational panacea, but careful attention to the essential elements of mastery learning will allow educators at all levels to make great strides toward the goal of all children learning excellently. (Contains 44 references.) (SLD)

ED 457 166

TM 033 262

Housen, Abigail

Methods for Assessing Transfer from an Art-Viewing Program.

PUB DATE- 01

NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Tests; *Aesthetic Education; Art Education; *Critical Thinking; Curriculum Development; Test Results; *Transfer of Training; *Visual Arts

IDENTIFIERS- Visual Thinking

The Visual Thinking Strategies (VTS) curriculum was developed to engage beginning viewers in looking at works of art and has been used with children in many parts of the United States and Eastern Europe. The VTS was designed to develop critical thinking in viewing art and to enhance the function of the teacher as the facilitator of the reasoning process and aesthetic growth. To the surprise of the developers, teachers, parents, and administrators began reporting the transfer of the thinking patterns promoted by the VTS into other subjects. A study was conducted to explore the existence of transfer between the VTS program and other subjects. Data were collected from 25 experimental and 25 control subjects in 2 age groups (second and fourth grades) over 5 years and from the teachers of the students in the experimental group. The research instruments included a variety of tools, but the core of the analysis was the Aesthetic Development Interview, which studied the individual's mental constructions. A Material Object Interview, in which the subject was asked to comment on an object (natural or manmade) was developed to assess transfer. The likelihood that the VTS was increasing critical thinking skills was supported by the evidence of transfer among students in the experimental group, and improved achievement test scores for the school at which the program was implemented on the eighth-grade achievement test. Results from the study, which suggest that it is possible to develop critical thinking skills through the VTS and that such skills transfer to other

and What Can They Do?" (Carol Johnson and Alan Vanneman); (7) "Civics: What Do 12th-Graders Know, and What Can They Do?" (Carol Johnson and Alan Vanneman); (8) "Fathers' and Mothers' Involvement in Their Children's Schools by Family Type and Resident Status" (Christine Winquist Nord and Jerry West); (9) "Public School Student, Staff, and Graduate Counts by State: School Year 1999-2000" (Ghadam Bairu); (10) "Internet Access in U.S. Public Schools and Classrooms: 1994-2000" (Anne Cattagni and Elizabeth Farris); (11) "Staff Data Handbook for Elementary, Secondary, and Early Childhood Education: 2001 Edition" (Dona Cheung and Beth Aronstamm Young); (12) "Credits and Attainment: Returns to Postsecondary Education Ten Years after High School" (Brian Zucker and Royal Dawson); (13) "Attrition of New Teachers among Recent College Graduates: Comparing Occupational Stability among 1992-93 Graduates Who Taught and Those Who Worked in Other Occupations" (Robin A. Henke and Lisa Zahn); (14) "Background Characteristics, Work Activities, and Compensation of Faculty and Instructional Staff in Postsecondary Institutions: Fall 1998" (Linda J. Zimble); (15) "The Status of Academic Libraries in the United States: Results from the 1996 Academic Library Survey with Historical Comparisons" (Haggie Cahalan, Wendy Mansfield, and Natalie Juth); (16) "What Democracy Means to Ninth-Graders: U.S. Results from the International IEA Civic Education Study" (Stephane Baldi, Marianne Parie, Dan Skidmore, Elizabeth Greenberg, and Carole Hahn); (17) "Monetary Incentives for Low-Stakes Tests" (Harold F. O'Neil, Jr., Jamal Abedi, Charlotte Lee, Judy Miyoshi, and Ann Mastergeorge); (18) "1999 Customer Satisfaction Survey Report: How Do We Measure Up?" (Sameena Salvucci, Albert C. E. Parker, R. William Cash, and Lori Thurgood); (19) "The Nation's Report Card: Fourth-Grade Reading Highlights 2000" (Shari L. Santapau); (20) "Highlights of U.S. Results from the International IEA Civic Education Study (CivEd)" (Stephane Baldi, Marianne Parie, Dan Skidmore, Elizabeth Greenberg, and Carole Hahn); (21) "Public School Finance Programs of the United States and Canada: 1996-99" (Catherine C. Sleke, John Dayton, C. Thomas Holmes, and Anne L. Jefferson, Compilers); and (22) "The Condition of Education: 2000 in Brief" (Jeanne H. Mathanson). (Contains 31 figures and 11 tables.) (SLD)

ED 457 205

TM 033 303

Leonard, Mary J.; Derry, Sharon J.

Can Gender-Adapted Instruction Improve Mathematics Performance and Attitudes?

PUB DATE- 01

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; Gender Issues; Higher Education; Mathematics Achievement; *Mathematics Instruction; *Sex Differences; *Student Attitudes; *Teaching Methods; Young Adults

This study investigated whether adapting instruction to gender-type preferences can improve the attitudes of students, especially female students, and their performance in mathematics. Subjects were 69 young adult college students in a remedial mathematics program whose interest in gender-type activities was determined. Students were randomly assigned to gender-adapted or gender-misadapted treatment conditions. In

Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for the Accounting faculty at about 200 public and approximately 235 private institutions. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$72,163 for 2,057 faculty in public institutions was approximately 27.2% higher than the average salary for all faculty in all major fields and the average salary for faculty in private institutions was 25.6% higher than that for all faculty. The average salary increase was 1.8% per year for public institutions and 3.0% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 724

HE 034 284

Howe, Richard D.

Salary-Trend Study of Faculty in Administrative Assistant and Secretarial Services for the Years 1997-98 and 2000-01.

SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of faculty salaries in administrative assistant and secretarial services for 1996-97 and 1999-2000, see ED 442 362. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Secretaries; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- *Administrative Assistants; Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for the faculty in Administrative Assistant and Secretarial Services at 40 public (1997-1998) and 12 (1997-1998) private institutions. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$56,712 for 148 faculty in public institutions was 0.6% lower than the average salary for all

305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Education at 168 public and 256 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$54,452 for 3,510 of faculty in public institutions was 4.2% lower than the average salary for all faculty in all major fields. The average salary increase was 0.6% per year for public institutions and 2.0% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 743

HE 034 303

Howe, Richard D.

Salary-Trend Study of Faculty in Education Administration and

Supervision for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study on faculty salaries in education, administration and supervision, see ED 442 381. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Educational

Administration; Higher Education; Intellectual Disciplines;

*Private Colleges; *Public Colleges; Statistical Data;

*Supervision; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Education Administration and Supervision at 119 public and 42 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$56,285 for 889 faculty in public institutions was approximately 0.8% lower than the average salary for all faculty in all major fields. The average salary increase was 0.2% per year for public institutions below the cost of living and 1.0% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

NOTE- 21p.; For the salary-trend study of occupational therapy faculty for 1996-97 and 1999-2000, see ED 442 399. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Occupational Therapy; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Occupational Therapy faculty at 24 public and 38 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$52,840 for 149 faculty in public institutions was 7.3% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 18.8% lower than that for all faculty. The average salary increase was 1.3% per year above the cost-of-living for public institutions and 2.3% per year below the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 762

HE 034 322

Howe, Richard D.

Salary-Trend Study of Faculty in Parks, Recreation and Leisure Studies for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of parks, recreation, and leisure studies faculty for 1996-97 and 1999-2000, see ED 442 400. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Leisure Education; *Private Colleges; *Public Colleges; *Recreation; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Parks, Recreation and Leisure

ED 456 779

HE 034 339

Duin, Ann Hill; Baer, Linda L.; Starke-Meyerring, Doreen
Partnering in the Learning Marketplace. EDUCAUSE Leadership
Strategies, No. 4. Jossey-Bass Higher and Adult Education
Series.

PUB DATE- 01

NOTE- 134p.; Published by Jossey Bass. Sponsored by
PriceWaterhouseCoopers.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- Case Studies; *Higher Education; *Information
Technology; Instructional Leadership; *Marketing; *Partnerships
in Education

Organizations around the world are forming innovative
partnerships to offer virtual learning opportunities to global
audiences. This book, part of a series on the impacts of
information technology on higher education, focuses on crucial
questions higher education leaders are asking about these
"learning marketplace" partnerships. The chapters are: (1)
"Partnerships in a Learning Marketplace"; (2) "The Dynamics of
Marketplace Portals," and "Perspective" (Jaap Tuinman); (3)
"Priorities in a Learning Marketplace," and "Perspective" (John
Daniel and Robin Mason); (4) "Assessing Readiness for
Partnerships," and "Perspective" (Glen M. Farrell); (5) "The
Learning Marketplace Toolbox," and "Perspective" (Murray
Turkoff); (6) "The Partnering Process: A Case Study of Minnesota
Virtual University," and "Perspective" (Diana G. Oblinger); and
(7) "Leadership in a Global Learning Marketplace." (Each
chapter contains references. An index is included.) (SLD)

ED 456 780

HE 034 340

Butner, Bonita K.; Ferguson, Ralph; Bean, Denise L.; Huerta, M.
Minority Participation in Graduate Education: A Social and
Economic Imperative.

PUB DATE- 01

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- *Economic Factors; Educational Change; Graduate
Students; *Graduate Study; Higher Education; *Minority Groups;
*Participation; Values

The challenge for the future is to link values and find common
ground that encourages positive change. Education must no
longer be a tool that simply serves public and private sector
managers to preserve the authority of the privileged in large
and small economies. Access to graduate education can become
the bridge for developing common values in order to resolve the
many complex issues of the future. In the United States,
education is the key to stimulating diverse populations that
have the potential to build the wealth that benefits the
economy and prepares for a prosperous future. This article
asserts that promoting graduate education for minority students
will help address the growing economic chasm in today's
society. (Author)

ED 456 781

HE 034 341

Burke, Joseph C.; Minassians, Henrik

Polindexter, Sandra E.; Hack, Bonnie S.; Ferrarini, Tawni M.
Hybrid Courses: Determining the Effectiveness of Using the Internet.

PUB DATE- 00

NOTE- 9p.; Figures contain illegible type.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Computer Uses in Education; Educational Resources; Educational Technology; Instructional Design; Instructional Development; Instructional Effectiveness; Instructional Materials; *Interdisciplinary Approach; *Internet Since the early 1990s and birth of the World Wide Web, instructional experimentation with Internet integration has been undertaken. While efforts are varied, usage of the Internet can be grouped into three general categories: communication supplements, course management aids, and course content supplements. Communication supplements are those that enhance the interaction between instructor and students. Course management aids provide organization and computerized mechanisms for both delivery and collection of course material and also serve as interactive study guides. Course content supplements add outside readings and materials to contribute to and enhance textbook subject matter. From a cross-disciplinary perspective, this paper highlights how the Internet can be used to increase learning and the interest to learn, and reduce the costs of course management, research, locating educational information, and communication. Experiences in business, economics, and engineering courses are given and generalized to other disciplines. (AEF)

ED 456 802

IR 020 834

Entman, Robert M.; Katz, Michael L.

Transition to an IP Environment. A Report of the Annual Aspen Institute Conference on Telecommunications Policy (15th, Aspen, Colorado, August 12-16, 2000) with Thoughts on the Implications of Technological Change for Telecommunications Policy.

PUB DATE- 01

NOTE- 74p.; A product of Aspen Institute's Communications and Society Program.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Books (010). Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change; Conferences; Information Dissemination; *Information Policy; Information Services; Information Technology; Internet; *Policy Formation; Technological Advancement; *Telecommunications

The Aspen Institute's Communications and Society Program convened leaders and experts in the telecommunications and related fields to address telecommunications regulation in an IP (Internet Protocols) environment at the 15th annual Aspen Institute Telecommunications Policy Conference (Aspen, Colorado, August 12-16, 2000). The report from this conference and the accompanying paper are presented in this document. Both set forth a number of new approaches to developing telecommunications regulation--approaches that have at their heart a recognition of differences and developments in technology. The report proposes that the paradigm for telecommunications regulation--one currently based on separate silos of regulation among the various transport media--be

ED 456 820

IR 020 875

Jancek, Richard L.
Virtual Learning Is Becoming Reality.

PUB DATE- 01

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; Educational Development; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Development; Internet; *Technology Integration

Once a school district decides to offer students virtual classes, it has to recognize the costs associated with the implementation, the logistical needs, the staff that will be needed to assist students, and the maintenance of the technology. Adapting the philosophy of virtual education is only the beginning. The role of the traditional teacher and the classroom changes drastically in concert with the role of virtual learning and technology applications. One of the greatest challenges to implementing a virtual high school is training high school teachers who have experienced only traditional, face-to-face teaching, to become virtual educators. The new breed of schools use email, online chat rooms, Internet resources and archived resources to teach students. Virtual classes are offered to meet the needs of junior high, high school, college, and continual learning students. The instructional medium is particularly effective for four types of courses: advanced courses; innovative core academic courses that maximize the use of technology; courses for language minorities; and technical courses. Examples of the state and uses of virtual learning in schools and universities are given, with discussion including the technology, Internet connectivity, course credits, costs, special education, rural education, advantages, challenges and obstacles and future prospects. (Contains 27 references.) (AEF)

ED 456 821

IR 020 877

Social Marketing and the "New" Technology: Proceedings of a Washington Roundtable (Washington, DC, March 25, 1998).

PUB DATE- 01

NOTE- 63p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Computer Mediated Communication; *Information Technology; Internet; Marketing; Online Systems; *Social Change; *Social Problems; World Wide Web

IDENTIFIERS- *Interactive Communication; *Social Marketing
This document examines some of the key issues raised during the second Washington Roundtable on Social Marketing, convened by the Academy for Educational Development (AED) in 1998. AED invited participants to examine whether the interactive technologies that are revolutionizing commercial marketing--personal computers, the Internet (especially the World Wide Web), and e-mail-based activity--can and should be applied to solve social problems. Presenters and participants were asked to assess the promise of various interactive technologies or applications that the private sector is using to make money that would help social marketers achieve their goals of social

was Allan R. Adler, Vice President, Legal and Government Affairs, Association of American Publishers, Inc. (AAP). Allan Adler's statement concluded: from the AAP's perspective, the compromise substantially addresses the publishers' main concerns regarding the revised exemption's potential substitution for sales and exposure of copyrighted works to unauthorized online reproduction and distribution; and the AAP hopes the Subcommittee will heed their urging and suggestion to move the Senate passed version of the TEACH Act through the House process for passage without amendment. The final witness was John C. Vaughn, Executive Vice President, Association of American Universities. John Vaughn's statement concluded that the TEACH Act, as passed by the Senate, will help develop the full potential of online distance education while effectively protecting the interests of copyright owners. A period of questioning followed, with Zoe Lofgren, California, joining. (AEF)

ED 456 839

IR 020 993

Parent's Guide to the Internet. Revised.

PUB DATE- 00

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Access to Information; Children; *Computer Literacy; Computer Mediated Communication; Computer Networks; Computer Software; Computer Uses in Education; *Educational Technology; Information Literacy; *Internet; Microcomputers; Navigation; Online Systems; Online Vendors; Parent Materials; *Parent Participation; Parents; World Wide Web

This second edition of the "Parent's Guide to the Internet" is intended to help parents--regardless of their level of technological know-how--make use of the online world as an important educational tool. This booklet provides parents with basic information about how to use the computer to find information and communicate with others. It describes what is needed to get started on the Internet and points to some of the many resources available online for parents and children. The booklet discusses: benefits of using the Internet; computer hardware and software basics; choosing an Internet service provider for online service; basics for exploring the World Wide Web and communicating with others on the Internet; Internet safety tips to ensure that children have safe, productive, and enjoyable experiences on the Internet; encouraging information literacy; supporting school use of technology; and sample Internet sites. A glossary of computer and Internet terms is provided. (AEF)

ED 456 840

IR 020 999

Chen, Yee Kong Peter
Using Video Case Studies for the Professional Development of Teachers in China.

PUB DATE- 00

NOTE- 74p.; Masters of Science Project, Brigham Young University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Case Studies; Chinese; Computer Assisted

July 1, 1999 and June 30, 2000. Twenty-four of the challenged titles were books, 6 were videotapes or DVDs, one was an audiotape, and one was an audiotape/book combination. Public libraries experienced 31 of the challenges and school libraries reported one challenge. Thirteen of the challenged items were designated as children's or young adult materials, and 19 were materials for adults. In 32 of the challenges, library staff committees or a school board decided that the materials should be retained. Three of those items were reclassified, one from children to adult, and to more accurately reflect the content in two cases. For each item listed, a summary of objections and a summary of events are provided. A statistical snapshot of the challenges reported since the inception of the Clearinghouse in May 1987 is then presented, followed by a 5-year overview of Clearinghouse data that analyzes the data in a graphic format. A final section identifies other intellectual freedom issues in Oregon in 1999-2000. (AEF)

ED 456 859

IR 058 312

Oregon Intellectual Freedom Clearinghouse. Fourteenth Annual Report, July 1, 2000-June 30, 2001.

PUB DATE- 01

NOTE- 12p.; For the 1999-2000 report, see IR 058 311.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Censorship; Elementary Secondary Education; *Intellectual Freedom; Learning Resources Centers; Library Collections; *Library Materials; Literature; Nonprint Media; Public Libraries; Publications; Reading Materials; School Libraries; State Agencies

IDENTIFIERS- *Oregon

The goal of the Oregon Intellectual Freedom Clearinghouse is to uphold the principles of the Library Bill of Rights in all types of libraries by improving communication between librarians, board members, professional associations, and other concerned groups in Oregon about challenges to intellectual freedom, and by increasing awareness as to how threats to intellectual freedom can be overcome. The data collection is limited to formal challenges to any type of library material in any type of Oregon library. A formal challenge is defined as a written "Request for Reconsideration" or "Statement of Concern" submitted by a group or individual to a library. Additional information is obtained from newspaper reports, if available. In a few instances, newspaper articles are the sole source of information about a challenge. The Oregon Intellectual Freedom Clearinghouse received information about 47 challenges against library materials between July 1, 2000 and June 30, 2001. Thirty of the challenged titles were books, 12 were videotapes or DVDs, one was a compact disc, one was a magazine, two were books on tape, and one was a book/audio tape combination. Public libraries experienced 41 of the challenges and school libraries reported six challenges. Twenty-two of the challenges items were designated as children's or young adult materials, and 25 were materials for adults. In 46 of the challenges, library staff committees or a school board decided that the materials should be retained. Three of those items were reclassified to more accurately reflect the content and one of those items is not restricted to teacher use. One item was removed from a school library collection. For each item listed in this Fourteenth Annual Report, a summary of objections and a summary of events are provided. A statistical snapshot of the challenges reported since the inception of the Clearinghouse in

the class schedule; (4) the overall retention rate of distance learning students was 86%, while the overall rate was 65% for new students enrolling in fall 99 and returning in spring 2000; and (5) compressed video students had a success rate (grade of A, B, or C), while both online and telecourses had a success rate of 61%; overall TCC success rate is 74% for all college-level courses. (Includes 14 tables and six appendices.) (NB)

ED 456 878

JC 010 606

Kamm, Rebecca

Cases for Community College Teachers: Thought-Provoking and Practical Solutions for Community College Educators!

PUB DATE- 01

NOTE- 128p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

Practitioners) - General (050)

DESCRIPTORS- *Case Studies; *Community Colleges; Distance Education; Dropouts; *Educational Innovation; *Faculty Development; Grading; Nontraditional Students; Part Time Faculty; *Teacher Attitudes; Theory Practice Relationship; Two Year Colleges; Work Study Programs; Writing (Composition)

This book offers case studies with the intention of eliciting the active participation of its readers. Five discussion questions follow each case to promote reflection and discussion by teachers. The book can be used as whole or in parts by leaders within an institution or by a speaker/discussion leader presenting at other colleges. In addition, college staff and administrators may be able to utilize the cases as well. The book suggests using them in the following ways: (1) faculty development for large groups; (2) small study groups; (3) student discussion; (4) models for case writing; (5) new teacher workshops or preservice teacher training; and (6) individually for reflection. Case studies include: (1) "First Day"; (2) "Different Perspectives"; (3) "Nontraditional Student"; (4) "Dropout"; (5) "Part-Time Instructor"; (6) "Perceptions of Success"; (7) "Math Animosity"; (8) "Classroom Community"; (9) "Classroom Apathy"; (10) "Community College Stereotypes"; (11) "Commencement Reflections"; (12) "Employer's View"; (13) "Art and Life"; (14) "Classroom Trust"; (15) "The International Student"; (16) "The New Teacher"; (17) "Distance Learning"; (18) "The Grade Dispute"; (19) "Classroom Innovation"; and (20) "Theory vs. Application". (NB)

ED 456 879

JC 010 607

Enrollment Projections: University of Hawaii Community Colleges, Fall 2001 to Fall 2007.

PUB DATE- 01

NOTE- 107p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- *College Attendance; *Community Colleges; *Declining Enrollment; Educational Demand; Enrollment; *Enrollment Projections; *Enrollment Trends; Full Time Students; Part Time Students; Transfer Students; Two Year Colleges

IDENTIFIERS- *University of Hawaii Community College System

This report presents information on projected headcount enrollment for the University of Hawaii (UH) Community Colleges: Hawaii, Honolulu, Kapiolani, Kauai, Leeward, Maui,

Netherlands, July 15-20, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Caseworker Approach; Change Strategies; Comparative Analysis; Developing Nations; Developing Nations; Foreign Countries; *Foster Care; *Foster Children; Foster Family; *Public Policy

Noting that foster care is in a state of flux and that existing systems of foster care are under pressure in many parts of the world, this report extracts lessons regarding the practice of foster care from a range of countries at various stages of economic and social development. The report examines foster care in the context of the family, social networks, the state and nongovernmental organizations, and from the point of view of professional support provided in different contexts. The discussion is set against the backdrop of international human development in which the notion of empowerment of all the stakeholders has gained particular prominence. Recommendations to improve the condition of children in need of foster care include: (1) more attention to preventive measures; (2) establishment of child-friendly public policies; (3) increased focus on personal accounts of foster children; (4) pursuit of a pro-family policy; (5) exploration of social networks for their foster caring potential; (6) increased professionalization of foster care; (7) creation of a research agenda; and (8) enhanced international cooperation in foster care. (Contains 14 references.) (KB)

ED 456 898

PS 029 719

Vast, Teresa

Learning between Systems: Adapting Higher Education Financing Methods to Early Care and Education. Research Report.

SPONS. AGENCY- David and Lucille Packard Foundation, Los Altos, CA.

PUB DATE- 01

NOTE- 79p.; For supplementary technical reports, see PS 029 720-722.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Day Care; *Early Childhood Education; *Educational Finance; Financial Policy; Financial Problems; *Financial Support; Higher Education; Models; Needs Assessment; Private Financial Support

Noting that a coherent financing system is critical to ensuring that investments in early care and education are effectively cultivated and allocated, and that there are a number of parallels between early care and education and higher education, this project examined the financial support strategies in higher education and their potential use in early care and education. The areas of inquiry were: (1) financial aid need analysis; (2) financial aid packaging and administration, including a model for community-based financial aid administration; (3) use of diverse forms of financial aid, including family loan programs; (4) use of diverse sources of revenue, focusing on the feasibility of using community early care and education endowment funds; and (5) approaches to institutional (program) support and pricing. Following an executive summary, the report examines the current situation in early care and education service delivery and then considers each of the above areas. The report concludes with a summary of the key features of the proposed early care and education

DESCRIPTORS- Child Rearing; *Cultural Pluralism; Family School Relationship; Interpersonal Competence; Models; *Multicultural Education; Multilingualism; Parent Child Relationship; Parent Participation; Parents; *Preschool Children; Preschool Education; *Self Concept; Social Cognition; *Social Development; *Toddlers

IDENTIFIERS- *Identity Formation

Using the mythical creature of the Himalayas, the Yeti, as a symbol for the prejudices and assumptions that people prematurely make about each other, this book discusses bringing up children to accept and cherish diversity and helping them to thrive in an increasingly diverse world. Directed to educators and caregivers of toddlers and preschoolers, the book takes insights from Dutch-, French-, and English-language literature and provides practical examples based on European issues and context. Chapters 1 and 2 deal with facilitating identity development in a fragmented world. Chapters 3 and 4 examine self-image development and the image of the "other." Chapter 5 looks at an educational model based on the social and developmental psychology insights from previous chapters. Chapters 6 and 7 examine parental cooperation and suggest some ways that the educational model can be implemented at educational centers. Chapter 8 analyzes multilingualism. Chapter 9 examines how a group in a child care center or elementary school can be equipped and organized. The book's appendix highlights legal regulations that parents and educators must follow and includes the mission and mandate embodied in the U.N.'s Treaty for the Rights of the Child. (Contains 190 references.) (KB)

ED 456 916

PS 029 759

Kolb, Karen; Weede, Sandy
Teaching Prosocial Skills to Young Children To Increase
Emotionally Intelligent Behavior.

PUB DATE- 01

NOTE- 112p.; Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Masters Program.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Action Research; *Change Strategies; Conflict Resolution; Cooperative Learning; Emotional Development; *Emotional Intelligence; *Interpersonal Competence; Multiple Intelligences; *Preschool Children; Preschool Education; Pretests Posttests; Prevention; Program Effectiveness; *Prosocial Behavior; Social Development; *Student Improvement; Violence

IDENTIFIERS- Antibias Practices

This action research project implemented an intervention program to increase prosocial skills among 3- to 5-year-olds in at-risk prekindergarten classrooms. Participating were 65 students from 2 prekindergarten classrooms in 2 schools. Evidence of problems in social skills was gathered through anecdotal records and observational checklists completed for 39 students. Analysis of probable cause data revealed that students demonstrated a lack of emotional intelligence that inhibited the development of social competence. Area early childhood professionals reported that students exhibited an inability to handle conflict, a lack of cooperation, poor relationships, and an inability to use expressive language in emotional situations. The intervention was comprised of cooperative learning activities, training in emotional intelligence, incorporation of multiple intelligence lessons, implementation of Second Step Social Skills and

DeVries); (5) "The Adult as a Tutor in Fostering Children's Symbolic Play" (Anna Bondiolli); (6) "Facilitating the Narrative Quality of Sociodramatic Play" (Rivka Glaubman, Gabi Kashi, and Rina Korosh); (7) "Emotional Breaches in Play and Narrative" (Brian Sutton-Smith); (8) "'He Was the Best Daddy': Postdivorce Preschoolers' Representations of Loss and Family Life" (Patricia Herman and Inge Bretherton); (9) "'I'm So Glad I'm Glad': The Role of Emotions and Close Relationships in Children's Play and Narrative Language" (A. D. Pellegrini and Lee Galda); (10) "Playing 'Inside' Stories" (Lois A. Groth and Lynn Dietrich Darling); (11) "Day Care and the Strange Situation" (Alicia Clarke-Stewart, Virginia Allhusen, and Frits Goossens); (12) "Processes in the Formation of Attachment Relationships with Alternative Caregivers" (Carollee Howes and Erin Oldham); (13) "Conceptual Gaps in the Lifespan Theory of Attachment" (Nathan A. Fox and Yair Bar-Haim); (14) "Talking the Talk: Constructivist Teachers Guiding Children's Problem Solving" (Michelle B. Patt and Artin Gonou); (15) "Visions and Realities of Achieving Partnership: Parent-School Relationships at the Turn of the Century" (Douglas R. Powell); and (16) "Contexts of Quality: Implications for U.S. Child-Care Policy" (Elisa L. Klein and Louisa B. Tarullo). The final chapter, "Suppose There Were a Hill in Richmond Hill," by Greta G. Fein, summarizes life and background in early childhood education, and the role of play. (Each chapter contains references.) (KB)

ED 456 936

PS 829 793

Hwang, Young Suk

Problem-Solving Performance and Understanding of High and Low Self-Regulated Kindergarten Children.

PUB DATE- 98

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Individual Differences; Interviews; Kindergarten; *Kindergarten Children; *Learning Strategies; Metacognition; Performance Factors; Primary Education; *Problem Solving; *Self Control; Success

This study investigated the kinds of self-regulated learning strategies used by kindergarten children related to effective problem-solving and examined their awareness of self-regulated behaviors. Participating in the study were 40 kindergarten children attending a primary school in the southeastern United States. Twenty-one high self-regulated learners (HSRLs) and 19 low self-regulated learners (LSRLs) were selected, based on the teachers' and researcher's classifications. A self-directed learning (SDL) task was used to test the quality of SDL learning. Children were asked to talk aloud and verbally explain to the researcher what they were thinking and how they were doing while involved in the SDL task and were probed to examine their knowledge of their SDL. At task completion, children were asked to evaluate their work. Findings indicated that 19 HSRL and 5 LSRL completed the SDL task successfully. There were significant group differences in time spent on planning, monitoring, and performing between successful and unsuccessful children. Unsuccessful children spent most of their time performing. Successful children spent a great deal of time planning and monitoring. Their performance was based on their understanding of the nature of each item and the

work with researchers and scholars who are both culturally competent and well qualified in their field of inquiry. To build trust with a community, researchers need to prove their commitment to community needs. They can do this by making themselves available to meet with community groups and leaders free of charge until funds are available, volunteering to conduct staff training, writing grants for community organizations, or helping staff members and their children gain access to higher education. Many skills of researchers and scholars can be useful to community groups and should be shared with them. A scholar/researcher should be open to learning from the community and avoid a condescending or superior attitude. Humility and willingness to listen are important. Building a partnership with community groups involves adjustment on both sides. Community groups often get frustrated with the time required for data collection. Researchers need to educate the group about the role of research in policy development and social change. (TD)

ED 456 954

RC 023 141

Greenwood, Margo

An Overview of the Development of Aboriginal Early Childhood Services in Canada.

PUB DATE- 01

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Acculturation; American Indian Education; *Canada
Natives; Cultural Awareness; *Cultural Maintenance; *Day Care
Centers; *Early Childhood Education; *Federal Indian
Relationship; Foreign Countries; Holistic Approach; *Public
Policy; Self Determination; Young Children

IDENTIFIERS- *Canada; Intergenerational Transmission

In the guise of equality, citizenship, integration, and policy change, the door has opened to allow the development of Aboriginal early childhood services in Canada. Recognition of the need for early childhood services specific to Aboriginal people did not become prominent until the mid-1980s. A decade later, services came into being. Little time was given to communities for planning and development, and capacity, including implementation resources, was often limited. Coinciding with this development of services were government research and development initiatives designed to support the creation of service delivery models, training models, program and evaluation models, and research-specific studies. In the late 1980s and early 1990s, a handful of national inquiries determined that Aboriginal child care was important not only for addressing economic barriers to employment and education, but for preserving and transmitting Aboriginal culture. Given the historical and contemporary context of assimilation, Aboriginal people want control of child care programs for their children. With the introduction of the National Children's Agenda (2000), there is hope that Aboriginal children will be included in a meaningful way, although no specific announcement for Aboriginal children has been made. There continues to be a need for further exploration of Aboriginal early childhood from both a policy and services delivery perspective. Studies that give voice to community and that document services as they are being developed may also prove to be valuable sources for future early childhood service development. (Contains 68 references.) (TD)

Education; Student Experience; *Tribally Controlled Education;
*Momens Education

IDENTIFIERS- *Chickasaw (Tribe); Missionaries; Oklahoma
Bloomfield Academy was different from other American Indian boarding schools. The Chickasaws had not been relegated to a reservation and had achieved a much higher level of autonomy, self-sufficiency, and independence than most other tribal nations. The Chickasaw Nation founded Bloomfield in 1852 not because the government demanded it but because the Chickasaw people knew that literacy training was crucial to their survival as a nation. Bloomfield was also remarkable because it was superior to schools for Whites in Indian Territory at that time, it existed as an academy long after the American common school supplanted the academy system, and it was an academy for females. Bloomfield had three different administrations--mission, tribal, and federal--and each had its own agenda. The missionaries' agenda was to Christianize and civilize. After the Civil War, the Chickasaws took full control of the school. Their agenda was to be able to compete with Whites, and the school established entrance requirements, high academic standards, and social literacy and arts programs. In 1906, the federal government terminated tribal governments and operated Bloomfield. The government's agenda was to strip students of their culture and heritage and immerse them in activities that would foster patriotism and a nationalistic spirit. Interviews with 15 former students describe life at the school during the federal period. In 1932, the school was renamed Carter Seminary, after a longtime champion of the school, and it still operates today. (Contains 154 references, biographies of interviews, notes, an index, photographs, and maps.) (TD)

ED 456 972

AC 023 165

Jacobs, Don Trent
Primal Awareness: A True Story of Survival, Transformation, and
Awakening with the Raramuri Shamans of Mexico.

PUB DATE- 98

NOTE- 287p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position
Papers/Essays (120), Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- *American Indians; Educational Philosophy;
Experiential Learning; Fear; *Informal Education; Intuition;
*Learning Theories; *Models; Personal Narratives; Spirituality;
Transformative Learning; *World Views

IDENTIFIERS- Healing; *Indigenous Knowledge Systems; Mexico;
*Shamanism; Unconscious Processing

During a kayaking expedition in 1983, the author was sucked into an underwater tunnel in Mexico's Rio Urique. He miraculously emerged unharmed, but this near-death experience awakened in him a primal awareness that had been coddled to sleep by his so-called civilized perceptions. He gained intuitive insights from this awakening that enabled him to communicate "heart-to-heart" with wild horses, trauma victims, and troubled teenagers. Fourteen years later he returned to Mexico and stayed with the Raramuri Indians, learning more about this primal awareness from a 100-year-old shaman. These experiences helped him develop a model of how the human mind learns. The model is represented by the mnemonic CAT-FAHN--Concentration Activated Transformation, which is activated by Fear, Authority, Words, and Nature. The concepts represented by the CAT-FAHN connection offer Western minds a paradigm for understanding subjective

Socializing at community events, dinners, and powwows was effective for recruiting families, gathering feedback, and gathering knowledge of the family and community situations and viewpoints about substance abuse prevention. The use of local people to contact families, schedule interviews, and gather community information for the interviewer was key to the study's success. Participants favored short and direct questions. Since persons other than biological parents are often involved in Native American child care, researchers need to identify the appropriate child caretakers in family-oriented prevention research. A desire was expressed for more culturally relevant questions. Questions that pertained to negative behavior by child caregivers were seen as disrespectful of their elder status. Researchers must understand and cope with time demands and scheduling problems that accompany research among Native Americans. Videotaped interviews should be conducted with tribal elders first to encourage others to permit videotaping. (Contains 59 references.) (TD)

ED 456 990

AC 023 190

Dawkins, Marvin P.; Williams, Mary M.
Substance Abuse in Rural African-American Populations.

PUB DATE- 97

NOTE- 15p.; In: Rural Substance Abuse: State of Knowledge and Issues. NIDA Research Monograph 168; see AC 023 179.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Achievement; Black Youth; *Research Needs;
Rural Areas; *Rural Population; Rural Urban Differences; Rural Youth; Secondary Education; Social Environment; Sociocultural Patterns; *Substance Abuse

IDENTIFIERS- *African Americans

More research into illicit substance abuse in rural African-American communities is needed. The existing literature indicates that patterns of use for licit substances (alcohol and cigarettes) are either similar for rural Blacks and Whites or lower for Blacks. However, the negative health and social consequences of smoking and abusive drinking are greater for African-Americans, and therefore substance abuse among African-Americans should be explained in the context of rural sociocultural factors as well as sociodemographic factors, including age, sex, income, and occupation. Moreover, the lack of research on the impact of recent substance abuse issues such as crack cocaine on rural black populations should make this a priority area for future research. Finally, research should go beyond comparisons of racial differences and similarities in patterns of substance abuse to an exploration of the social processes that lead to and sustain substance involvement. Data from the National Educational Longitudinal Study indicate that substance use behaviors of black youth, such as perceptions about the effects of drugs, differ across geographic location. Understanding the complex processes involved in the initiation and maintenance of drug use behaviors will require both qualitative and quantitative methodologies. (Contains 72 references.) (TD)

ED 456 991

AC 023 191

Castro, Felipe G.; Gutierrez, Sara
Drug and Alcohol Use among Rural Mexican-Americans.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS),
Rockville, MD.; National Cancer Inst. (NIH), Bethesda, MD.

(055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Answer Keys; Data Analysis; Ecology; Evaluation;
Grade 10; High Schools; Measures (Individuals); Mechanics
(Physics); Science Education; *Tests
IDENTIFIERS- *Missouri Assessment Program
This assessment sample provides information on the Missouri
Assessment Program (MAP) for grade 10 science. The sample
consists of six items taken from the test booklet and scoring
guides for the six items. The items assess ecosystems,
mechanics, and data analysis. (MM)

ED 457 016

SE 065 174

Colorado Model Content Standards for Science: Suggested Grade
Level Expectations.

PUB DATE- 01

NOTE- 47p.; For the mathematics standards, see SE 065 175.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; *Course Content; Course
Organization; Elementary Secondary Education; *Science
Curriculum; Science Instruction; *State Standards

IDENTIFIERS- Colorado

This document outlines the content standards for science in the
state of Colorado. The document is organized into six
standards, each of which is subdivided into a set of guiding
questions exemplifying the standard and a series of lists
defining what is expected of students at each grade level
within the standard. The standards are that students understand
the process of scientific investigation; that they know and
understand qualities of matter and energy; that they know and
understand the characteristics and structures of living things;
that they know and understand the processes and interactions of
Earth's systems; that they know and understand
interrelationships between science, technology, and human
activity; and that they understand that science involves a
particular way of knowing. A list of references is also
included. (MM)

ED 457 017

SE 065 175

Colorado Model Content Standards for Mathematics: Suggested Grade
Level Expectations.

PUB DATE- 01

NOTE- 79p.; One-third of the document contains light type. For
the science standards, see SE 065 174.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Algebra; *Course Content;
Course Organization; Data; Elementary Secondary Education;
Geometry; *Mathematics Curriculum; Mathematics Instruction;
Measurement; Numbers; *State Standards

IDENTIFIERS- Colorado

This document outlines the content standards for mathematics in
the state of Colorado. The document is organized into six
standards, each of which is subdivided into a series of lists
defining what is expected of students at each grade level
within the standard. The standards relate to number, algebra,
data, geometry, measurement, and the linking of concepts and
skills. A list of references is also included. (MM)

ED 457 018

SE 065 177

Understanding of Peace and War" (Ilse Hakvoort, Louis Oppenheimer); (3) "The Peace Personality" (Robert C. Ziller, Dahlia S. Moriarty, Stephen T. Phillips); (4) "Toward a Positive Conception of Peace" (Orlando Lourenco). Essays under part 2 are: (5) "Cultural Socialization and Conceptions of War and Peace: A Cross-National Comparison" (Katherine Covell); (6) "Concept Formation of War and Peace: A Meeting Point between Child Development and a Politically Violent Society" (Raija-Leena Punamaki); (7) "Children, Peace, and War in Northern Ireland" (Frances Molernon, Ed Cairns); (8) "Beliefs about War, Conflict, and Peace in Israel as a Function of Developmental, Cultural, and Situational Factors" (Amiram Raviv, Daniel Bar-Tal, Leah Koren-Silvershatz, Alona Raviv); (9) "Peer Relationships and Children's Understanding of Peace and War: A Sociocultural Perspective" (Solveig Hagglund); (10) "Adolescents' Beliefs about Their Conflict Behavior: Correlates, Consequences, and Cross-Cultural Issues" (Michael R. Van Slyck, Marilyn Stern, Salman Elbedour). Essays in part 3 are: (11) "Teaching Conflict and Conflict Resolution in School: (Extra-)Curricular Considerations" (Kathy Bickmore); (12) "Teaching an Understanding of War and Peace through Structured Academic Controversies" (Patricia G. Avery, David W. Johnson, Roger T. Johnson, James M. Mitchell); (13) "Learning Conflict Management through Peer Mediation" (Robin Hall); and (14) "Types of Peace Education" (Ian M. Harris). (BT)

ED 457 042

SO 031 015

Org. Paul, Ed.

Impacts of Affirmative Action: Policies and Consequences in California.

PUB DATE- 99

NOTE- 216p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Affirmative Action; *Civil Rights Legislation; Higher Education; *Labor Legislation; *Personnel Policy; State Action; *State Programs

IDENTIFIERS- *California; Proposition 209 (California 1996);

Social Consequences; *State Policy

Most U.S. citizens support the elimination of race and gender prejudice and inequality, yet attitudes toward solutions have fluctuated in the years since the civil rights movement began. California, a state that has set precedent for antidiscrimination initiatives since 1934, is now at the center of struggles over affirmative action. The authors of the essays in this collection come together with the belief that grounded information on affirmative action programs and their specific outcomes are essential to civil rights groups, policymakers, labor advocates, administrators, journalists, and others formulating interventions into this highly emotional and rhetorical debate. Essays explore programs and outcomes in such sites as higher education, federal and state contracting, public employment, and minority- and women-owned businesses. The cumulative analysis is then used to assess the current and future impacts of Proposition 209 and other legislation that eliminates affirmative action programs. Essays in the collection are: (1) "An Overview of Affirmative Action" (P. Ong); (2) "U.S. and California Affirmative Action Policies, Laws, and Programs" (M. Thomas and M. Garrett); (3) "Race and Gender in California's Labor Market" (P. Ong); (4) "The Impact of Affirmative Action on Public-Sector Employment in California, 1970-1990" (M. V. L. Badgett); (5) "Federal-

Context; Curriculum Enrichment; *European History; Foreign Countries; Grade 7; Interdisciplinary Approach; Junior High Schools; *Middle Eastern History; Non Western Civilization; *Role Playing; Social Studies; Writing Assignments
IDENTIFIERS- *Ottoman Empire; *Roman Empire
 Who is responsible for loss of life and property when an empire is conquered by another? It is the year 1473 A.D., 20 years after the fall of Constantinople. On May 29, 1453, the Eastern Roman Empire came to an end with the military takeover of Constantinople by the Ottoman Turks. How could an empire cease to exist? What were the people in and around the area doing in its final days? History does not occur in a vacuum. What occurs in one place affects others and can be partially caused by the actions or non-actions of neighbors. What if there were modern insurance companies in existence at the time the Byzantine empire collapsed? Who could be proven guilty? In this lesson plan student teams, as insurance agents, represent people who existed during the fall of the Byzantine empire and are now either suing or being sued in connection with the empire's collapse. Students will research the 70 years leading up to the fall of Constantinople and the nature of the Ottoman takeover. Students are provided with background information, detailed instructions, on-line and print resources, and reflection questions. The teacher's notes describe the unit's purpose, suggest day-by-day teaching strategies, and provide preparation questions. (BT)

ED 457 065

SO 031 526

Zinn, Carrie
 The Museum Project. Grade 7 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *African Culture; *Anthropology; Area Studies; *Art History; Cultural Education; Foreign Countries; Grade 7; Human Geography; Interdisciplinary Approach; Junior High Schools; Social Studies; Student Research
IDENTIFIERS- *Africa

In this lesson, students create an African Art Museum. Student teams research the culture and art history of particular regions in Africa. They collect art images for the museum, studying aspects of each artwork's creation and its relation to the culture. Each team will give the class a guided tour of its wing of the museum. Teams consist of researchers, designers, recorders, and tour guides. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the application of history/social science standards, and suggest teaching strategies. (BB)

ED 457 066

SO 031 566

Arenas, Michael
 Land Use Competition. Grade 12 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 99

addressed in the most gender specific manner were the most likely to experience reproach. In keeping with the findings of previous studies, male students rated significantly higher than female students in interaction with their teacher. (Contains 2 tables and 17 references.) (BT)

ED 457 087

SO 032 957

Booth, Margaret Zoller.

Swazi Concepts of Intelligence: The Universal vs. the Local.

SPONS. AGENCY- Spencer Foundation, Chicago, IL.

PUB DATE- 99

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- African Culture; *Cultural Context; Developing Nations; Educational Research; Elementary Education; Foreign Countries; *Intelligence; Psychological Studies

IDENTIFIERS- Cognitive Competence; Cultural Change; *Swaziland
The Kingdom of Swaziland, made up primarily of people of Swazi ethnicity, has gone through dramatic social, political, and economic changes throughout this century, due in no little part to colonial and post-colonial influences. But because the political state reflects the ethnic homogeneity of its people, traditions have changed more slowly than in other areas of the continent. Consequently, the Swazi culture can serve as a case study for the investigation of basic psychological premises, such as "intelligence," and the universality of such concepts. This paper investigates to what extent the complex nature of continuity and change in the context of this southern African Kingdom has also modified deeply rooted societal beliefs regarding cultural ways of knowing and being "intelligent." The paper analyzes the views of individuals from one culture (Swazi) regarding the traits of being "intelligent." Within that culture it compares historical meanings of intelligent behavior and considers how and why perceptions of this term have changed throughout the 20th century and continue to vary today. The paper seeks to contribute to goals put forward by John Berry regarding cross-cultural psychology: generally, by using a more emic outlook of one psychological principle, researchers may come closer to creating a true etic perspective. (Contains 5 notes, 2 tables, and 58 references.) (BT)

ED 457 088

SO 032 958

Mello, Robin

Building Bridges: How Storytelling Influences Teacher/Student Relationships.

PUB DATE- 01

NOTE- 15p.; Paper presented at the Storytelling in the Americas Conference (St. Catherine's, Ontario, Canada, August 30-September 1, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Art Education; Art Expression; *Classroom Communication; *Classroom Techniques; Elementary Secondary Education; Narration; *Story Telling; Teacher Education; *Teacher Student Relationship

IDENTIFIERS- *Research Synthesis

organizations are listed in each chapter and can provide extensive cultural and informational resources to support school-based programs. Chapters are: (1) "American Indian and Alaska Native Resources"; (2) "Asian and Pacific Islander Resources"; (3) "Black Resources"; (4) "Hispanic Resources"; (5) "Multiracial/Interracial Resources"; (6) "Gender Resources"; (7) "Disability Resources"; and (8) "Sexual Orientation Resources." Appended are an index of films, an index of film distributors, and an index of listservs and e-mail forums. (BT)

ED 457 106

SO 032 996

Teaching about September 11th and Its Aftermath. C-SPAN in the Classroom.

PUB DATE- 01

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Aggression; Classroom Techniques; Critical Thinking; *International Crimes; Learning Activities; Public History; Secondary Education; Social History; *Terrorism

IDENTIFIERS- C-SPAN; *September 11th Attacks

The events of and since September 11, 2001 have had an immeasurable impact on all facets of people's lives, especially in the United States. The loss of human life, threatened public safety, and the impact of a military response are just some of the issues concerning U.S. citizens and public officials. This C-SPAN in the Classroom series offers sets of materials designed to foster critical thinking about the aftermath of the terrorist attacks on September 11, 2001. The materials offer: focused topics of inquiry; direct access to current information via C-SPAN; and a variety of viewpoints. Each set of materials is comprised of three components: topic description, C-SPAN video, and discussion questions. The suggested discussion questions in this set of materials are supplied as a starting point for exploration by teachers and students. Lesson plans are: "Am I Safe?" "How Should the U.S. Respond?" "How Should We Address Cultural Misunderstanding?" "What Are the Economic Repercussions?" "Why Is the U.S. a Target?" and "How are Other Countries Playing a Role?" (BT)

ED 457 109

SO 033 004

Kaupp, P. Ann, Ed.; Selig, Ruth O., Ed.; Brooks, Alison S., Ed.; Lanouette, JoAnne, Ed.

AnthroNotes: Museum of Natural History Publication for Educators, Fall 2001.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 01

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *African Culture; *Ancient History; *Anthropology; Elementary Secondary Education; *Maya (People); Social Science Research; Social Studies

IDENTIFIERS- Mayan Art; Multimedia Technology; Smithsonian Institution

This publication for educators offers in-depth articles on anthropological research, teaching activities, and reviews of

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (955)

DESCRIPTORS- *Case Method (Teaching Technique); *Case Studies; Educational Research; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Research Methodology; Workshops

This paper provides the background for a workshop designed to stimulate interaction between case writers for research and case writers for teaching around the practical challenges of fieldwork. The first section defines the workshop format (panel presentations, group discussions, and a plenary session). It also describes four major issues to be discussed, which include examining whether research case scholars and teachers face the same difficulties when conducting their fieldwork, run the same risks, use the same solutions, and need the same skills. The second section presents testimonies from two recent research projects, introducing the context of the research projects and discussing challenges encountered. The third section draws on the authors' personal experiences to reflect upon similarities and differences that occur between the two major kinds of case studies. It concludes that personal and psychological factors can be just as demanding as methodological ones, sometimes to the point of undermining the researcher's motivation to pursue. It explains that researchers contemplating casework for the first time should be aware that they will need not just technical skills but also strong psychological and social skills. (SM)

ED 457 126

BP 040 203

Bell, Glenda Love
Reflective Journal Writing in an Inquiry-Based Science Course for Elementary Preservice Teachers.

PUB DATE- 01

NOTE- 18p.; Paper presented at the Annual International Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 25-26, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Change; Elementary Education; Higher Education; Inquiry; *Journal Writing; Preservice Teacher Education; *Science Instruction; Self Efficacy; Student Teacher Attitudes; Student Teachers

IDENTIFIERS- *Reflective Writing

This study examined the influence of reflective journal writing, paired with inquiry-based science instruction, on preservice elementary teachers' beliefs about science and science teaching. Participants actively interacted with scientific ideas and phenomena in class. They kept daily reflection journals, reacting to statements from various educational standards. Feedback was provided via discussion groups and written responses from the professor. Students completed the Science Teaching Efficacy Belief Instrument. Researchers used data from the surveys, student journals, observations, lesson plans, and discussions to analyze emergent themes (students' perceptions about science, their ability to teach science, and

Whole Child, Whole Village. TeacherTV TM Episode #9. An NEA Professional Library Video. Videotape .

PUB DATE- 93

NOTE- 8p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Non-print Media (188)

DESCRIPTORS- Camping; Creative Teaching; Disabilities; Elementary Secondary Education; Experiential Learning; School Community Programs; *School Community Relationship; *Student Participation; Videotape Recordings

IDENTIFIERS- *Foxfire; Post Office

This 22-minute videotape explains that it takes a whole community to educate a child. The first section describes how one high school uses the Foxfire Formula, with teachers acting more as facilitators than bosses. Students created a student magazine. Six Foxfire core practices were used in developing the magazine (student involvement in decision making, learning from past experiences, community as classroom, audience beyond the teacher, encouraging imagination, and reflecting on the project). The second section describes one elementary school's in-school post office project. The school is divided into continents, countries, and cities, and students sort and deliver mail. The third section describes how one school involves the community to help at-risk students. After teachers identify at-risk students, the United Parents Support program provides a bridge between the students' families and community agencies which can help them with the children's particular needs. The fourth section describes a camping trip for developmentally disabled middle school students. Students studied a section of the country, then camped their way through that area, learning first-hand about the places that they studied. The students raised some of the money for the trip, and the community contributed the rest. (SM)

ED 457 148

SP 040 248

Pickett, Anna Lou
Paraprofessionals in the Education Workforce.

PUB DATE- 94

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Development; Certification; Elementary Secondary Education; Faculty Development; Higher Education; *Paraprofessional School Personnel; Professional Education; Professional Training; Teacher Responsibility; Teacher Role

IDENTIFIERS- Georgia; Kansas; Maine

This paper discusses the use of paraprofessionals in the classroom. Section 1 examines the present situation, framing issues confronting the field with regard to training and utilization of paraprofessionals. It focuses on: distinctions in the roles and responsibilities of teachers and paraprofessionals; an analysis of duties performed by paraprofessionals in various settings; and a review of the state-of-the-art with regard to regulatory procedures and practices that have an impact on determining roles and functions of paraprofessionals, criteria for their employment, and standards for training and career mobility. Section 2 outlines future needs of the field, highlighting training and career development. The paper concludes that there is a need to gather data and conduct research about current roles and duties

SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.;
Department of Agriculture, Washington, DC.

PUB DATE- 01

NOTE- 27p.; For the first part of this study, see TM 033 109.
Project funded by the USDA Tennessee Department of Education
Nutrition Education Training grant in cooperation with
community agencies.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110); Reports -
Research/Technical (143); Test, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- Attitude Change; Community Attitudes; *Community
Change; Curriculum; Health Education; *High School Students;
High Schools; Knowledge Level; Nutrition; *Nutrition
Instruction; *Program Effectiveness; Program Evaluation;
Student Attitudes; Student Empowerment

This study addressed assessing the efficacy and outcomes of a
U.S. Department of Agriculture Nutrition Education Training
(NET) project designed to increase awareness of health risk and
wellness factors for grade 8 students. Although this paper
reprises results from a survey of 125 ninth graders about the
NET curriculum, the focus of this part of the study is on
school and community NET impact. Community participants were
drawn from two school districts, local hospitals and
universities, local health agencies, and volunteer
organizations, including the 4-H program. In all, there were
more than 1,500 ninth grade participants and a number of school
and community partners involved in the training and curriculum
delivery. A results mapping scheme was developed to measure
outcomes on the multiple objectives of the program with mapping
sentences for each of the facets of the project. This scheme
became quite complex, and an additional results mapping scheme
should be developed to address the school district and
community participation component of the project. This would
allow several ways to assess perceptions of the degree of
relative difficulty on attainment of dimensions. Program
efficacy should be assessed in terms of benefits to the
community based on a number of considerations, including costs,
numbers of students served, results, attitude changes, and the
effects of school and community interactions. Two appendixes
contain questions from the Net assessment and a wellness
survey. (Contains 7 tables, 3 figures, and 19 references.) (SLD)

ED 457 100

TM 033 250

Duttweiler, Patricia Cloud; Madden, Marilyn
The District That Does What's Best for Kids: Frenship ISD.

Special Report on Standards, Assessment, Accountability, and
Interventions. Report #5, Winter 2001.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.

PUB DATE- 01

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Accountability; *Achievement
Gains; Disadvantaged Youth; Elementary Secondary Education;
Instructional Leadership; Low Achievement; *Minority Groups;
*School Districts; *State Standards; Teaching Methods; Test
Results

This report describes a school district that has managed to use
state mandated standards, accountability, and interventions to
nearly eliminate the achievement gap between advantaged and

subjects, appear to be more than findings of correlation; they appear to indicate causality. (Contains 5 tables, 12 figures, 31 endnotes, and 41 references.) (BLD)

ED 457 187

TM 033 283

Roberts, James S.
Equating Parameter Estimates from the Generalized Graded
Unfolding Model.

PUB DATE- 81

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Estimation (Mathematics); *Item Response Theory; Simulation

IDENTIFIERS- Parameter Identification

Three common methods for equating parameter estimates from binary item response theory models are extended to the generalized grading unfolding model (GGUM). The GGUM is an item response model in which single-peaked, nonmonotonic expected value functions are implemented for polytomous responses. GGUM parameter estimates are equated using extended versions of the mean-sigma, mean-mean, and item characteristic curve methods. The former two methods are implemented using two different strategies based on alternative parameterizations of the GGUM. All of these methods attempt to estimate a scale constant (A) and a location constant (B) that can equate the metric of item response model parameters derived from separate calibrations. A small simulation is performed to provide preliminary information about the characteristics of the alternative equating methods studied. The item characteristic curve method performed best with regard to the mean squared error, bias, and standard error of equating constant estimates as well as the absence of extremely deviant estimates. It was noted that, although the average superiority of estimates produced by the item characteristic curve method was quite small, substantial outliers sometimes emerged when estimating equating constants with other methods. Consequently, the item characteristic curve method is recommended as a means to develop estimates of equating constants in the GGUM. An appendix discusses equating parameter estimates from the GGUM. (Contains 3 figures, 1 table, and 17 references.) (Author/BLD)

ED 457 188

TM 033 284

Sheppard, Valerie A.; Baker, Todd A.; Gebhardt, Deborah L.; Leonard, Kristine M.
Development and Validation of a Computer Interactive Test Battery.

PUB DATE- 80

NOTE- 17p.; Paper presented at the Annual Meeting of the International Personnel Management Association-Assessment Council (24th, Arlington, VA, June 3-7, 2000). Produced by Human Performance Systems, Inc.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Testing; *Employees; Equipment; Job Analysis; *Job Skills; Operating Engineering; *Test Construction; Test Use; *Validity

the gender-adapted condition, females received the feminine version of instruction, and males received the masculine version; in the maladapted condition, students received instruction designed for the other gender. The absence of performance differences between conditions supports previous research that found no effect on performance of problem context sex stereotype. This result, coupled with improved mathematics ability scores across conditions, suggests that dynamic worked-example mathematics instruction improves students' performance regardless of the story context in which it is set. Differential results in participants' attitudes, however, reveal the potential impact adapted instruction may have on internalized beliefs and attitudes about mathematics. (Contains 13 Power Point slides and 18 references.) (SLD)

ED 457 206

TM 933 384

Mishler, Elliot G.; Steinitz, Vicki
Solidarity Work: Researchers in the Struggle for Social Justice.
PUB DATE- 01

NOTE- 29p.; Paper presented at the Annual Qualitative Interest Group Conference on Interdisciplinary Qualitative Studies (14th, Athens, GA, January 12-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advocacy; *Educational Research; Ideology; *Politics; *Research Utilization; *Researchers; Social Influences; Social Problems

IDENTIFIERS- *Social Justice; *Solidarity

The role of researchers in the struggle for social justice was explored, focusing on some of the dilemmas faced by researchers doing solidarity work. Solidarity work is negotiating ways to combine different interests to make research findings useful and relevant to political aims. People doing solidarity work describe themselves as activity scholars or researchers, and advocacy is the most common form of solidarity work. Two examples of solidarity work in the context of welfare reform are described in which the aim was to undermine stereotypes of poor women on welfare and to document false and misleading claims in government and media reports about the positive effects of proposed welfare laws and regulations. Another example was a human rights welfare monitoring project to evaluate the effects of the new welfare policies passed in Massachusetts. This project illustrated the difficulties in empowering welfare recipients and in mobilizing low-income people. Another example is an international study of the effects on women of war-related violence that shows the possibilities of combining forms of partnership with advocacy. The work of the Fourth World Movement was not conceived of primarily as research and was not carried out by academic researchers, but the Movement provides an example for the academic world of the use of documentation and best practices case studies. A study of the conceptualization of AIDS in Haiti and the United States shows how research that fuses advocacy and partnership can change social attitudes. By reviewing a variety of approaches to solidarity work, this paper encourages researchers to look for opportunities that fit their academic interests and skills and their political perspectives. (Contains 15 references.) (SLD)

ED 457 207

TM 933 385

faculty in all major fields. The average salary increase was 1.6% per year for public institutions and 0.7% per year for private institutions below the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 725

HE 034 285

Howe, Richard D.
Salary-Trend Study of Faculty in Agriculture Business and
Production for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 study of salaries in agriculture business and production, see ED 442 363. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agribusiness; Agricultural Education; *Agriculture; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for 995 faculty in Agriculture Business and Production at 56 public and 60 faculty at 9 private institutions in 2000-2001 with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$60,847 for faculty in public institutions was 7.3% higher than the average salary for all faculty in all major fields. The average salary increase was 2.7% per year for public institutions and 3.9% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 726

HE 034 286

Howe, Richard D.
Salary-Trend Study of Faculty in Anthropology for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 study in anthropology, see ED 442 364. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Anthropology; *College Faculty; Comparative

Howe, Richard D.

Salary-Trend Study of Faculty in Engineering, General for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in engineering, general, see ED 442 382. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis;

*Engineering; Higher Education; Intellectual Disciplines;

*Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in general Engineering at 72 public and 74 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$71,980 for 973 faculty in public institutions was approximately 26.9% higher than the average salary for all faculty in all major fields. The average salary increase was 0.3% per year for public institutions and 2.4% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

Howe, Richard D.

Salary-Trend Study of Faculty in Engineering-Related Technologies for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study on faculty in engineering-related technologies, see ED 442 383. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Engineering Technology; Higher Education; Intellectual Disciplines;

*Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines

Studies faculty at 56 public and 22 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$52,863 for 373 of faculty in public institutions was approximately 7.2% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 16.1% lower than that for all faculty. The average salary increase was 2.9% per year above the cost-of-living for public institutions and 3.1% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 763

HE 034 323

Howe, Richard D.
Salary-Trend Study of Faculty in Philosophy and Religion for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of philosophy and religion faculty for 1996-97 and 1999-2000, see ED 442 401. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Philosophy; *Private Colleges; *Public Colleges; *Religion; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Philosophy and Religion faculty at 83 public and 125 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$50,345 for 591 of faculty in public institutions was approximately 2.9% higher than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 6.5% lower than that for all faculty. The average salary increase was 1.2% per year above the cost-of-living for public institutions and 0.5% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines

Linking State Resources to Campus Results: From Fad to Trend--The Fifth Annual Survey.

PUB DATE- 01

NOTE- 34p.; For the fourth annual survey, see ED 445 626.

Produced by the Higher Education Program.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Budgets; *Educational Finance; Higher Education; *Public Colleges; Questionnaires; School Effectiveness; State Government; State Legislation; Surveys

IDENTIFIERS- Performance Budgeting; *Performance Funding

This report represents the fifth annual survey of programs linking state budgeting to public college and university performance. The 2001 survey once again obtained replies from all 50 states, and focused on performance funding and performance budgeting. After 5 years of surveys, some conclusions are clear, while others remain cloudy. The surveys over time show that the move to relate state resources to campus results represents a trend, not a fad, although the form of that linking remains in doubt. The return of bad budgets for higher education seems to be reviving performance funding and diminishing interest in performance budgeting. At the same time, the new programs in performance funding are much less ambitious and much more cautious than the radical reforms launched in the early and mid 1990s. The State Report Cards issued by the National Policy Center for Higher Education have spurred a resurgence of state performance reporting. A lingering issue is how to provide the missing link between the statewide focus of the State Report Cards and the institutional emphasis of the State Performance Reports. Whatever the preferences among performance funding, budgeting, and reporting, there is no doubt that the demand for accountability from public colleges has clearly swept the country. The real question for the future is whether campus officials will begin to lead, or leave the action to outsiders. One appendix contains a table summarizing survey findings, and the other contains the survey. (Contains 15 tables and 16 references.) (SLD)

ED 456 782

HE 034 342

Chmielewski, Todd L.; Casey, Julie C.; McLaughlin, Gerald D. Strategic Management of Academic Activities: Program Portfolios. AIR 2001 Annual Forum Paper.

PUB DATE- 01

NOTE- 29p.; Paper presented at the Annual Meeting of Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Evaluation Methods; Higher Education; *Portfolios (Background Materials); *Program Evaluation; *Strategic Planning
IDENTIFIERS- DePaul University IL

After DePaul University initiated program review, a new strategic plan, learning goals, and outcomes assessment, the decision was made to extend the data provided to manage departments and colleges. Rather than initiating yet another new project, meeting the need for more information was accomplished by

revised. Detailed in the report are the four layers developed by conference participants: content, application, network, and data link. In order to frame regulatory concerns properly, participants encouraged policymakers to treat different layers differently. By separating telecommunications concepts into layers, policymakers can choose which layers on which to focus, stimulating competition where it is needed and where it is efficient for them to do so. The report suggests several reasons why the time may be right to adopt a Universal Service with Efficiency (USE) program, and presents participant reasoning for framing a USE program as an educational rather than a welfare program. The dialogue regarding these two concerns forms the core of this report. As a follow-up to this conference, the Aspen Institute commissioned University of California, Berkeley, business professor Michael Katz to think through the significance of such a new-layered approach to telecommunications regulation. This paper examines the concept of "de-lamination" or unbundling layers in the telecommunications process for regulatory purposes, pointing out that de-lamination provides another framework from which to consider competition and market power, ownership issues, and whether regulations in one layer continue to be useful for other layers. (AEF)

ED 456 803

IR 020 835

Schnitzer, Marcy H.

Virtual Placement and Other Tools for Facilitating Service-Learning Placement, Training, and Reflection Campus-Wide.

PUB DATE- 99

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Uses in Education; Higher Education;

*Information Networks; Information Services; *Online Systems;

Program Development; *Student Personnel Services; User Needs

(Information); World Wide Web

IDENTIFIERS- *Home Pages; *Virginia Polytechnic Inst and State Univ

The Service-Learning Center (SLC) at Virginia Tech has developed a home page that has been cited in national publications and serves as a virtual center for linking more than 1,000 students across the university with the information and resources they need to fulfill course-based service-learning components. The home page was developed with the original intent of providing information on service-learning programs. It quickly evolved to include a rudimentary online application for service-learning students, descriptions of more than 80 different service projects, and samples of forms that students and faculty could use during their service-learning experience. Since the development of the home page, issues have been raised concerning how best to meet the needs of the end-users of the pages. While technology has enabled this small office to work with increasingly large numbers of students each semester, it may have reduced opportunities for conversation, reflection, and feedback on student service. This paper describes the various elements that have played a role in the development of the SLC's "virtual placement" process and examines the human issues associated with each. Highlights include: conceptualization; online applications; linking students with project descriptions; new developments-online training and reflection; and future developments. (AEF)

change. Participants were asked to use three basic criteria to gauge the promise of various technologies for social marketing: How can social marketers use these tools? What social problem could they help solve? and Do these represent a better or more efficient way to focus on audiences? Unless otherwise indicated, quotes or statistics referred to in this document were taken from the presentations. This report does not represent a consensus among the participants; it is by exposing the complexity of the issues raised at the Roundtable that this document seeks to serve the field of social marketing. Chapters include: (1) Introduction: The Promise of Interactive Technologies; (2) Strategies for Online Marketing; (3) Interactivity and Social Marketing; (4) New Tools for Social Marketers; (5) Issues and Challenges for the Future. Included in five annexes, are: Agenda and Participants; glossary; Internet resources for social marketers; references; and excerpt from the Coalition for Advertising Supported Information and Entertainment (CASIE) Principles of Interactive Media Audience Measurement. (Contains 16 references.) (AEF)

ED 456 822

IR 020 878

Education Technology Must Be Included in Comprehensive Education Legislation. A Policy Paper.

PUB DATE- 01

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Curriculum Development; Educational Change; *Educational Development; *Educational Finance; Educational Policy; *Educational Technology; Elementary Secondary Education; *Federal Aid; Federal Government; *Partnerships in Education; *Policy Formation; Technology Integration

Founded in 1996, the CEO Forum on Education & Technology is a unique five-year partnership between business and education leaders committed to assessing and monitoring progress toward integrating technology in America's schools. In this document, the CEO Forum makes a series of strategic recommendations on the most effective role of technology in education policy reform. The CEO Forum offers three major recommendations to federal policymakers, based on three critical areas of education technology that are discussed in detail. The first recommendation is: broaden student achievement to include 21st century skills. Development of 21st century skills is critical to students' success in the digital age. These skills need to be included in the standards, curriculum and assessment. The Department of Education should establish accountability models for inclusion of 21st century skills as an additional discipline. These models should establish approaches that can be followed to create metrics of success for assessment and accountability of these skills. The second recommendation is: expand federal support for education technology investments. The federal government should double the national investment in education technology, and continue to emphasize equity in funding by ensuring that the schools with the greatest need benefit most from federal educational technology programs. By 2003, the federal government should apply at least 30% of federal education technology funding to provide sustained and intensive high-quality professional development for the integration of education technology into the curriculum. The government should provide leadership in the creation of digital content that will help boost student achievement. The third

Instruction; *Computer Uses in Education; Educational Technology; Ethnography; Foreign Countries; Optical Data Disks; Professional Development; Secondary Education; Teacher Attitudes; Teacher Education; Teaching Methods; Teaching Models; *Video Equipment
IDENTIFIERS- China

The purposes of this project are to: (1) develop an ethnographic video case (EVC) CD-ROM of three Chinese teachers teaching the Chinese language in secondary school classrooms in China according to a thinking-skill model developed by Dr. Lin Chongde called "Five Traits of Thinking"; (2) obtain formative data for fixing the improving the CD-ROM, and (3) find out the feelings of the users toward this new method of instruction. It is an exploration of an alternative or supplementary method for professional development of teachers in China using computer technology. The report includes background information, a detailed description of the EVC CD-ROM, and an evaluation of 10 Chinese teachers' attitudes toward the final product. Appendices include: a sample of notes taken during a focus group session; sample of notes taken during an interview with one participant; sample of notes taken while observing one particular participant; self report (in Chinese); and original schedule for the project. (Contains 50 references.) (Author/AEF)

ED 456 841

IR 021 043

Spector, J. Michael; de la Teja, Ileana
Competencies for Online Teaching. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071); Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Academic Standards; *Competency Based Teacher Education; *Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Online Systems; *Teacher Competencies; *Teaching Methods; Training

IDENTIFIERS- ERIC Digests

Competence refers to a state of being well qualified to perform an activity, task, or job function. According to the International Board of Standards for Training, Performance and Instruction (IBSTPI), a competency involves a related set of knowledge, skills, and attitudes that enables a person to effectively perform the activities of a given occupation or function in such a way that meets or exceeds the standards expected in a particular profession or work setting. One of the ways to validate a person that has demonstrated relevant competencies is through a certification process. Teacher certification is a common practice, and the notion of teacher competencies is fairly well established. The delivery environment (classroom-based, Internet-based, laboratory-based, hybrid environments, and so on) is a particularly relevant condition to identify competencies for online teaching. Becoming an effective online moderator requires training; there are competencies unique to online environments. In online asynchronous discussions, the moderator's competencies involve allowing learners time for reflection, keeping discussions alive and on a productive path, and archiving and organizing discussions to be used in subsequent lessons. In online synchronous discussions, the moderator must establish ground

May 1987 is then presented, followed by a 5-year overview of Clearinghouse data that analyzes the data in a graphic format. A final section identifies other intellectual freedom issues in Oregon in 2000-2001. (AEF)

ED 456 860

IR 058 313

Kuntz, Patricia S.

A Political History of Public Libraries in Quebec (Bibliothèques Municipales au Québec).

PUB DATE- 01

NOTE- 51p.

LANGUAGE- English; French

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- Foreign Countries; *French Canadians; History; *Library Development; Library Personnel; Library Services; Program Development; *Public Libraries

IDENTIFIERS- *Library History; *Quebec

In the province of Quebec, the role of language and religion has been a significant feature in defining nationality, educating the young, and building infrastructures such as libraries. In contrast to English-Canadian provinces, only after 1960 did the government of Quebec authorize public support for public libraries to serve its francophone population. This paper summarizes some of the events that contributed to a slow, difficult development of Quebec libraries. The paper is the result of research conducted during the summer of 2001. In addition to a research review, several interviews were conducted with people involved in library operations. Research questions were: (1) How did the public library system develop in Quebec? (2) Why are there few libraries? and (3) What are the qualifications of the staff? The paper gives a historical overview covering the period 1635 to 2000. It describes the situation in the region of Bas-Saint-Laurent located on the Gaspé Peninsula, and it concludes with some comments concerning the small libraries at Trois-Pistoles and at Saint-Clement which are parts of the Basque division. Appendixes include chronologies of library-related events and a few sample copies of library documents. (Contains 53 references.) (AEF)

ED 456 861

IR 058 323

Lance, Keith Curry

Proof of the Power: Recent Research on the Impact of School Library Media Programs on the Academic Achievement of U.S. Public School Students. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Academic Achievement; Educational Research; Elementary Secondary Education; Learning Resources Centers; Librarians; *Library Research; Library Role; Public Schools; *School Libraries; School Surveys

IDENTIFIERS- ERIC Digests

By mid 2001, researchers affiliated with the Library Research Service of the Colorado State Library and the University of Denver had completed four statewide studies on the impact of

and Windward. The projections are organized by registration status--first-time, transfer, and continuing/returning students. Figures are also given for each community college. Report highlights include: (1) total headcount for the UH Community Colleges dropped 6% in the fall 2000 term, from 25,390 to 23,777; (2) enrollment for first-time students in fall 2000 was 5,253, transfer enrollment was 3,034, and continuing/returning enrollment was 15,490; (3) according to middle series projections, first-time student enrollment in 2007 will increase to 5,839, transfer student enrollment to 3,145, and continuing/returning enrollment will decrease to 14,637; (4) of the seven community colleges, Kapiolani had the highest student enrollment in fall 2000, at 6,760; however, Leeward seemed to attract the most first-time students during that period, at 1,064; (5) at most of the community colleges, liberal arts enrollments outweighed the vocational education enrollments, except at Hawaii, Maui, and Honolulu Community Colleges; and (6) overall, there were 13,324 students enrolled in the liberal arts and 8,440 in vocational education; similar numbers were projected for 2007. (Includes numerous tables and figures, with historical data.) (EMH)

ED 456 880

JC 010 608

Gillum, F. E.

Casper College Economic Impact Analysis, 1999-2000.

PUB DATE- 01

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Community Benefits; *Community Colleges; Economic Climate; Economic Factors; *Economic Impact; Economic Progress; Economic Research; *Education Work Relationship; *Educational Benefits; Educational Objectives; Employment Patterns; Employment Statistics; Expenditures; Relevance (Education); Two Year Colleges

IDENTIFIERS- *Casper College WY; Wyoming

This study conservatively estimated the tangible economic impact that Casper College (Wyoming) had on Natrona County and the state. These data are presented in Part 1 of the report. Findings include: (1) the direct impact of the college on Natrona's economy was estimated to be over \$41 million; (2) for every dollar spent by county taxpayers in support of the college, \$32 is returned to the county's economy; and (3) more than 89 million dollars was pumped into the economy of the State of Wyoming by the expenditures of the college, its employees, and its students. Part 2 of this report examines the impact that completing a program of study at the college had on the earning power of its students. Based on a study of 1,003 Casper program completers from 1996-98, findings include: (1) program completers earned an average of \$40,913 during the eight quarters after they finished studies at the college, while members of the control group averaged earnings of \$33,243 for the same period of time; and (2) assuming that the average completer would work for at least 30 years and their pay differential (\$7,670) would never grow beyond the increase over the first eight quarters, the average individual would have earned an additional \$214,760 throughout his or her work life. (EMH)

ED 456 881

JC 010 609

Gillum, F. E.; Davies, Timothy Gray

financial aid system. Recommendations are made with regard to: (1) the financial aid system; (2) resource and referral; (3) fund development and distribution; (4) licensing and accreditation standards; (5) professional development; (6) data system; and (7) funding. Appended to the report is a list of project participants. (Contains 22 endnotes.) (KB)

ED 456 899

PS 029 720

Davis, Jerry S.; Wohlford, Jill K.
Assessing the Feasibility of Family Loans for Early Care and Education. Technical Report.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 30p.; For related supplementary technical reports, see PS 029 719 and PS 029 721-722.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Day Care; *Early Childhood Education; *Family Financial Resources; Financial Aid Applicants; *Financial Support; Focus Groups; Parent Attitudes; Student Financial Aid IDENTIFIERS- *Child Care Costs; Subsidized Child Care Services
Noting that one of the objectives of the Learning between Systems project was to design family loan programs as a potential form of financing to help families pay for early care and education, two studies examined the feasibility of such loan programs. First, focus groups were conducted in five American cities, wherein parents were asked to comment on the feasibility of adopting higher education finance approaches to early care and education; they were also asked to react to a plan that would increase the quality and price of early care and education and offer new loan programs to assist families in meeting expenses. Second, U.S. Census Bureau data on incomes and characteristics of families with children were analyzed to determine how much a family might reasonably afford to borrow under various circumstances. Focus group findings indicated that parents agreed unanimously that loans for early care and education currently were both infeasible and unnecessary. Most parents saw their child's level of care as adequate and viewed additional early care and education expenses as unnecessary when compared to higher education expenses. Findings from the Census Bureau analysis indicated that it would be very difficult for many families to rely on loan programs to help cover early care and education expenses. It was concluded that using long-term, low-interest loans to help parents pay for early care and education represents a viable strategy for only a very limited number of families with young children, with those families with incomes between \$60,000 and \$100,000 most likely to benefit. (Questions and loan scenarios used in the focus groups are appended.) (KB)

ED 456 900

PS 029 721

Monroe, Helen
Community Endowment Funds for Early Care and Education. Technical Report.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 37p.; For supplementary technical reports, see PS 029 719-720 and PS 029 722.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Violence Prevention Program lessons, and inclusion of an anti-bias curriculum. Post-intervention data indicated that the targeted prekindergarten students demonstrated an increase in prosocial behavior and emotional intelligence and that learned social skills transferred across the curriculum. (Nine appendices include data collection instruments and sample materials. Contains 32 references.) (Author/KB)

ED 456 917

PS 029 760

Early Education and Child Care: Does the United States Measure Up? Hearing of the Committee on Health, Education, Labor, and Pensions. United States Senate, One Hundred Seventh Congress, First Session.

PUB DATE- 01

NOTE- 80p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Comparative Analysis; *Day Care; Developed Nations; Foreign Countries; *Government Role; *Hearings; Models;

*Preschool Education; Program Descriptions; Public Policy

IDENTIFIERS- Congress 107th; Europe; France; United States; Universal Preschool

These hearings transcripts present testimony before a congressional committee comparing early childhood education and care in the United States with that of other industrialized countries, focusing on all arrangements for children under compulsory school age. The opening statement from the committee chair, Senator James Jeffords, notes the linkage between participation in preschool and numerous positive outcomes as well as the evidence that preschool participation benefits low-income children more than children from more economically advantaged families. Jefford's statement notes that: American children are not entering school ready to learn, especially children from inner cities; the child care workforce is undertrained and paid low wages; and some local and state governments have accepted a view of early education and care adopted in other industrialized nations and have devised a variety of ways to finance programs for 3- and 4-year-olds. Providing testimony regarding the early education and care systems of industrialized nations are representatives of the Institute for Child and Family Policy at Columbia University, the High/Scope Educational Research Foundation, the Bristol (Vermont) Family Center, the Vermont Association for the Education of Young Children, and the director of educational programs of the French-American Foundation. The testimony focused on the models of early childhood education and care programs in the United States and elsewhere, and discussed their eligibility, coverage, financing mechanisms, staffing and compensation, and outcomes and impacts. Prepared statements also included information on selected findings from a 15-nation study of early childhood care and education programs, the French day care system, and the experiences of one family center in Vermont. (KB)

ED 456 918

PS 029 761

Effective Approaches to Market Rate Surveys. Child Care Administration Project Issue Brief.

PUB DATE- 01

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

relationship among items. They used integrated process of self-regulated learning toward completing the task related to their understanding of the whole task. Unsuccessful children's statements revealed that they performed the task with temporary goals, using some self-regulated learning strategies but in a limited and disconnected way. (Contains 25 references.) (KB)

ED 456 937

PS 029 795

Family Child Care Licensing Study, 2001.

PUB DATE- 01

NOTE- 259p.; For the 2000 study, see ED 443 587.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Certification; Child Advocacy; Child Caregivers; Child Welfare; Childhood Needs; Children; *Compliance (Legal); Early Childhood Education; Educational Legislation; *Family Day Care; Legal Responsibility; National Surveys; *State Legislation; *State Regulation

IDENTIFIERS- *Day Care Licensing; *Day Care Regulations; Home Based Programs; Licensed Programs; Regulatory Programs; Subsidized Child Care Services

This report presents the findings of the 2001 national survey of state child care regulatory agencies to update and expand family child care regulatory information published in the 2000 study. Data on small family child care homes and group or large family child care homes are organized into the following 23 categories: (1) number of regulated homes; (2) definitions and regulatory requirements; (3) unannounced inspection procedure; (4) tracking of license denials and revocations; (5) complaint procedure; (6) provider qualifications; (7) provider training and orientation; (8) discipline policy; (9) emergency medical consent policy; (10) environmental policy; (11) immunization policy for children; (12) national life safety fire code policy; (13) nutrition policy; (14) smoking policy; (15) before- and after-school programs; (16) infant care programs; (17) programs for children with disabilities; (18) sick child care programs; (19) tiered reimbursement for subsidized children; (20) zoning regulations; (21) available resources; (22) local contact; and (23) pending/new legislation. The introduction to the report presents the methodology; defines terms; and lists regulatory requirements for family child care homes for each of the states, the District of Columbia, Puerto Rico, and the Virgin Islands. This section also answers questions related to number of providers, methods of state regulation, exemptions, child caregiver requirements, caregiver/child ratios, and inspections. The bulk of the report then details data for each state, the District of Columbia, Puerto Rico, and the Virgin Islands. A list of regulatory agencies is appended. (KB)

ED 456 938

PS 029 796

Gordon, David T., Ed.

Harvard Education Letter, 2000.

PUB DATE- 08

NOTE- 50p.; Published bimonthly. For 1999 issues, see ED 444 742.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Cheating; Child Health; *Cooperative Learning; Curriculum; Educational Resources; *Elementary Secondary Education; Grade Inflation; Grades (Scholastic); Newsletters;

Blanchard, Michelle; McKnight, Anthony; Lui-Chivizhe, Leah; Wray, Debbie; French, Kath; Sherwood, Juanita; Galleguillos, Sharon; Smith, Arthur

Creating an Optimistic Future for Indigenous Research in Education: Re-Visioning Both Outcome and Process. Panel Presentation Report.

PUB DATE- 00

NOTE- 27p.; A series of position papers presented at the Annual Conference of the Australian Association for Research in Education (Sidney, Australia, December 4-7, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Awareness; *Educational Research; *Ethics; Foreign Countries; *Indigenous Populations; *Intellectual Property; *Participatory Research; Research Methodology; *Research Needs; World Views

IDENTIFIERS- *Aboriginal Australians; Australia; Indigenous Knowledge Systems

A panel of Indigenous staff from the Koori Centre of the University of Sydney (Australia) presented challenges, issues, and opportunities facing the field of Indigenous research in education. A new paradigm for Indigenous research is emerging in Australia that recognizes the value and efficacy of Indigenous knowledge systems and that aims to benefit communities and promote self-determination and social justice. There is much research that needs to be undertaken in Aboriginal and Torres Strait Islander education, and Indigenous Australians have become more supportive of research and development, providing that it incorporates the Indigenous research paradigm. Matters of ethics and protocols for Indigenous research are of central significance for Indigenous and non-Indigenous researchers. Many opportunities for collaborative research are emerging. Prime emphasis in research must be placed on relevant outcomes for Indigenous Australians--there must be benefits for Aboriginal and Torres Strait Islander individuals and communities. Much progress has been made in research ethics during the past 15-20 years, and the outlook for the future looks brighter. Many more Indigenous Australians are now engaged directly in research planning, management, and processing of data. Incorporation of a genuine Indigenous perspective in research can improve the value, relevance, and usefulness of research. A more inclusive approach to research could help all Australians come to terms with their past and present and more optimistically contemplate their future. The quality and relevance of Indigenous research in Australia ought to be a goal of national significance. (TD)

Hoolley, Neil
Reconciling Indigenous and Western Knowing.

PUB DATE- 00

NOTE- 14p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Sidney, Australia, December 4-7, 2000). The views outlined in this paper are being considered and developed by the Nyerna Studies Community.

LANGUAGE- English

experience, rather than for measuring objective reality. They symbolize the associations that have patterned the thinking styles of many indigenous people, especially Native Americans. Primal people offer a living model for rediscovering our own innate primal awareness. A partnership between Western and indigenous thinking can bring the natural world back into our lives and help us regain our primal awareness. Indigenous educational theories can bring balance to learning, which now places too much emphasis on conformity to authority, words, and fear. (Contains 178 references, notes, a glossary, an index, and photographs.) (TD)

ED 456 973

RC 023 170

Maldonado, Carlos S.

Colegio Cesar Chavez, 1973-1983: A Chicano Struggle for Educational Self-Determination. Latino Communities: Emerging Voices--Political, Social, Cultural, and Legal Issues. A Garland Series.

PUB DATE- 00

NOTE- 14Sp.; Published by Garland Publishing, Inc.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Historical Materials (050)

DESCRIPTORS- Accreditation (Institutions); Court Litigation; Educational Practices; *Experimental Colleges; Financial Problems; Higher Education; *Hispanic Americans; Institutional Characteristics; Institutional Mission; *Mexican American Education; Open Universities; *School Closing; School Community Relationship; Small Colleges; Social History

IDENTIFIERS- *Chicano Movement; Institutional History

Although a number of Chicano colleges were founded during the 1970s, none of them survive today. This book provides an institutional case study of Colegio Cesar Chavez (Oregon), the first independent four-year Chicano college with accreditation candidacy. The study examines Colegio's founding, institutional mission and philosophy, campus community, and institutional life, and focuses on reasons for its closure within a wider social historical context. Colegio Cesar Chavez was established in 1973 as an alternative institution dedicated to expanding educational opportunities for Chicanos. Its founding arose from efforts to salvage Mt. Angel College, a small Catholic college that had lost its accreditation and had huge debts. Colegio brought a bilingual/bicultural perspective to higher education and addressed the needs of nontraditional students by implementing a "college without walls" in which students were responsible for their own educational progress and combined classroom work with practical experience. Colegio sought to manifest the goals of the Chicano social movement by promoting self-determination and social equity. Despite a positive beginning, numerous problems and issues undermined Colegio's development and contributed to its demise. These included lack of financial base, accreditation struggles, legal battles with the Department of Housing and Urban Development, internal politics, difficulties arising from the school's nontraditional character, and national trends of retrenchment in higher education and growing social conservatism. Insights are offered to future promoters of minority colleges. An appendix describes research methodology. (Contains references in a bibliography, an index, and photographs.) (SV)

ED 456 974

RC 023 171

McGranahan, David A.

PUB DATE- 97

NOTE- 34p.; In: Rural Substance Abuse: State of Knowledge and Issues. NIDA Research Monograph 166; see RC 023 179.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Acculturation; *Alcohol Abuse; *Cultural Influences; Drinking; *Drug Abuse; *Mexican Americans; Poverty; Research Needs; *Rural Population; Rural Urban Differences; Rural Youth; Sex Differences; *Sex Role; Social Influences; Traditionalism

Very little research has examined drug and alcohol use among rural Mexican-Americans, and the few existing studies have yielded mixed results. Some authors have suggested that substance use by Mexican-American youth is similar to that of Anglo youth, but at least one study has shown that Mexican-American females use drugs at a higher rate than do Anglo females. Because rural Mexican-Americans are more likely than urban residents to hold traditional beliefs and values about the family, including distinct gender role definitions, drug use for some young Mexican-American women may be a form of rebellion against oppressive cultural expectations for female behavior. In the past, traditional family values were associated with lower substance use, whereas problematic drug and alcohol use were associated with higher levels of acculturation. Ironically, whereas rural Mexican-American adults are generally less acculturated and more traditional, putting them at low risk for substance abuse, their children may be at high risk as the result of the combined effects of rebellion against traditional behavioral expectations, rapid acculturation, and the experience of generational and cultural conflicts. The existing literature suggests differing levels of risk and cultural orientations requiring different types of preventive interventions to address problems of substance use among various groups of rural Mexican-Americans.

Recommendations for future research are presented. (Contains 90 references.) (TD)

ED 456 992

RC 023 193

McInerney, Dennis M.

Relationships between Motivational Goals, Sense of Self, Self-Concept and Academic Achievement: A Comparative Study with Aboriginal and Non-Aboriginal Students.

PUB DATE- 01

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Academic Aspiration; Achievement Need; *Cultural Differences; Foreign Countries; Indigenous Populations; Secondary Education; Secondary School Students; *Self Concept; *Student Attitudes; Student Educational Objectives; *Student Motivation

IDENTIFIERS- *Aboriginal Australians; Australia (New South Wales)

An individual's school motivation and achievement are products of a complex set of interacting motivational goals, sense of self, and self-concept variables. Motivational goals may be differentially salient to individuals from different cultural backgrounds; and sense of self, including academic self-concept, may vary across cultural groups. This paper examines the nature of Australian Aboriginal students' motivational

Singham, Mano
Quest for Truth: Scientific Progress and Religious Beliefs.
PUB DATE- 00
NOTE- 165p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- Creationism; Legal Problems; Physics; *Religion;
Science Education; *Sciences; *Scientific Principles
This book attempts to create a model of the nature of knowledge
and its evolution. Scholarly research has been used for this
purpose. Chapters include: (1) "The Nature of Knowledge"; (2)
"The Nature of Scientific Progress"; (3) "Truth and
Falsifiability"; (4) "The Problem with Experimental
Observations"; (5) "Scientific Reductionism"; (6) "An
Alternative Model of Scientific Progress"; (7) "Quantum
Mechanics and Objective Reality"; (8) "Science and Science
Education"; (9) "Science and Religion: A Possible Solution";
and (10) "Science and Truth." (Contains 58 references.) (YDS)

ED 457 019 SE 065 178

Brekke, Stewart E.
The High School Physics Workbook: A Needed Instructional Device.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)

DESCRIPTORS- Computer Uses in Education; High Schools; Higher
Education; *Instructional Materials; Learning Processes;
*Physics; *Problem Solving; Science Education; *Workbooks
This document explains the importance of problem solving in the
high school physics curriculum and points out the lack of
opportunities in textbooks for students to practice their
problem solving skills. The necessity of having introductory-
level work texts cannot be ignored and having a work-text book
would be beneficial from the teachers' point of view. (Contains
12 references.) (YDS)

ED 457 020 SE 065 179

Amdahl, Kenn; Loats, Jim
Calculus for Cats.
PUB DATE- 01
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Instructional Materials (For
Learners) (051)

DESCRIPTORS- *Calculus; Functions (Mathematics); Higher
Education; *Mathematical Concepts; *Mathematics Instruction;
Secondary Education; Teaching Methods

This book, written for students of calculus, is designed to
augment the explanations of concepts covered in a calculus
class. It consists of an overview of calculus divided into
basic ideas and vocabulary, the process of differential
calculus, and integral calculus. The book is intended as a
resource to explain the concepts of calculus in everyday
language. No proofs or exercises are included. (MH)

Contractor Status and Minority Employment: A Case Study of California, 1979-1994" (W. M. Rodgers III); (6) "The California Civil Rights Initiative: Which Firms Stand To Lose and How Much?" (D. L. Williams); (7) "Affirmative Action Programs for Minority- and Women-Owned Businesses" (T. Larson); (8) "Affirmative Action and Admission to the University of California" (C. A. Conrad); and (9) "Proposition 209 and Its Implications" (P. Ong). (BT)

ED 457 043

SO 031 055

Yates, Miranda, Ed.; Youniss, James, Ed.
Roots of Civic Identity: International Perspectives on Community Service and Activism in Youth.

PUB DATE- 99

NOTE- 283p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Activism; Adolescents; *Citizenship; Citizenship

Education; *Community Involvement; Cross Cultural Studies;

Cultural Context; *Global Approach; *Volunteers; Youth

IDENTIFIERS- Community Service; Empirical Research; Youth

Participation; *Youth Service

This international collection of essays describes the state of community participation among the world's youth. An array of empirical research is used to present portraits of contemporary youth constructing their civic identities through such means as community service and political activism. The collection contains the following essays: "Introduction: International Perspectives on the Roots of Civic Identity" (J. Youniss; M. Yates); (1) "Community Service and Political-Moral Discussions among Adolescents: A Study of a Mandatory School-Based Program in the United States" (M. Yates); (2) "Social and Family Determinants of Community Service Involvement in Canadian Youth" (S. M. Pancer; M. W. Pratt); (3) "Exploring Adolescent Altruism: British Young People's Involvement in Voluntary Work and Campaigning" (D. Roker; K. Player; J. Coleman); (4) "Youth, Solidarity, and Civic Commitment in Italy: An Analysis of the Personal and Social Characteristics of Volunteers and Their Organizations" (E. Marta; G. Rossi; L. Boccaoin); (5) "Political Socialization in the New States of Germany" (H. Oswald); (6) "Community Service and Social Cognitive Development in German Adolescents" (M. Hofer); (7) "Adolescents and the 'Social Contract': Developmental Roots of Citizenship in Seven Countries" (C. Flanagan; B. Jonsson; L. Botcheva; B. Csapo; J. Bowes; P. Macsek; I. Averina; E. Sheblanova); (8) "Political Socialization in a Divided Society: The Case for Northern Ireland" (J. Whyte); (9) "Youth Experience in the Palestinian Intifada: A Case Study in Intensity, Complexity, Paradox, and Competence" (B. K. Barber); (10) "Beyond the Call of Duty: The Service of Israeli Youth in Military and Civic Contexts" (R. Seginer); (11) "Recent Trends in Civic Engagement among Japanese Youth" (K. Takahashi; G. Hatano); (12) "Learning Politics in the Crucible: The Socialization of Taiwan High School Students as Citizens in a New Democracy" (P. Strawn); and "Conclusion: Transcending Themes" (M. Yates; J. Youniss). (BT)

ED 457 044

SO 031 095

Moser, Susanne, Comp.; Hanson, Susan, Comp.
Notes on Active Pedagogy: A Supplement to the Active Learning Modules. Hands-On! Developing Active Learning Modules on the

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Community Benefits; *Community
Planning; *Economics; Grade 12; High Schools; Interdisciplinary
Approach; *Land Use; *Simulation; Social Studies; *Teamwork
IDENTIFIERS- *Business Plans

The California city of Rancho Cucamonga has been given the task of developing a 4-square-mile area into a productive venture. There is already freeway access and a cargo railroad line, but sewer lines and various other services must be added. This lesson plan stipulates that student teams, each representing a specific interest in the business community, present plans that will benefit the community with the least amount of danger. Students are provided with background information, detailed instructions, and online resources. The teacher's notes describe the unit, explain the application of history/social science standards, and provide an evaluation rubric. (BT)

ED 457 067

SO 031 569

Hizal, Kris
In Praise of Political Parties. Grade 12 Lesson. Schools of
California Online Resources for Education (SCORE): Connecting
California's Classrooms to the World.

PUB DATE- 99

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Elections; Grade 12; High
Schools; Interdisciplinary Approach; *Political Parties;
*Political Science; Role Playing; Social Studies; *United
States Government (Course); *Voting

In this lesson plan, each student must decide which political party he/she will join or whether to register as an independent. Each student will be part of a group analyzing one current political party and presenting to the class this party's solutions for the problems confronting the United States today. The political parties for analysis are: Democratic; Republican; Green; Libertarian; Natural Law; Reform; and Socialist. Students are provided with detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the application of history/social science standards, and suggest teaching strategies. (BT)

ED 457 068

SO 031 570

Cabrera, Ed
Select-a-Lawmaker. Grade 12 Lesson. Schools of California Online
Resources for Education (SCORE): Connecting California's
Classrooms to the World.

PUB DATE- 99

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Grade 12; High Schools;

This paper examines the impact of storytelling in educational venues. Specifically, the paper compares data and findings from four ethnographic, qualitative, arts-based studies that examined either students' or teachers' reactions to oral narration in classroom settings. It suggests that, through stories and storytelling, people are exposed to long-standing archetypal models that engage the imagination, stimulate sympathetic responses, and cause participants to think more deeply about their social world. Taken as a whole, these studies suggest that the activity of storytelling has an impact on participants' interpersonal relationships, empathy, and sense of "connectedness" in the classroom. Therefore, telling stories aloud (without the aid of books, multimedia presentations, or other devices) needs to have primacy in classrooms. (Contains 2 figures and 21 references.) (Author/DT)

ED 457 089

SO 032 959

Released Items: Missouri Assessment Program (MAP), Intermediate Social Studies, Spring 2000. Grade 8.

PUB DATE- 00

NOTE- 18p.; For a related booklet for Grade 11, see SO 032 960.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Grade 8; Junior High Schools; *Social Studies; *Student Evaluation; Teacher Role; Test Manuals; *Testing

IDENTIFIERS- *Missouri Assessment Program

The Social Studies Missouri Assessment Program (MAP) was designed to be administered in three sessions, two of which use items specifically developed for Missouri with input from Missouri teachers and one of which uses selected portions of the nationally normed Terra Nova Test, developed by CTB/McGraw-Hill. Anchor papers for constructed-response items were selected from Missouri student item responses by CTB/McGraw-Hill staff with input from a group of Missouri teachers. The anchor papers represent typical responses earning the different points possible as established by the scoring guides. This booklet consists of an introduction; suggestions for teachers to help students do well on the social studies MAP; six released items--four selected-response (i.e., multiple choice) and two constructed-response--from the social studies MAP test given in the spring of 2000 to Missouri's eighth grade students; a scoring key for the selected-response items (which consist of individual questions, each of which is followed by four response options, one of which is the correct answer, or key); and scoring guides and anchor papers for the two constructed-response items (which require students to develop brief, appropriate responses to the questions asked). (BT)

ED 457 090

SO 032 960

Released Items: Missouri Assessment Program (MAP), High School Social Studies, Spring 2000. Grade 11.

PUB DATE- 00

NOTE- 22p.; For a related booklet for Grade 8, see SO 032 959.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

new resources. The publication aims to disseminate recent research in anthropology; to help those teaching anthropology use new materials, approaches, and community resources, as well as integrate anthropology into a variety of curriculum subjects; and to create a national network of anthropologists, archaeologists, teachers, and other professionals interested in disseminating anthropology, particularly in schools. Articles in the publication include: "The Ancient Maya: New Research on 2000 Years of Development" (Jeremy A. Sabloff); "Teacher's Corner: Maya Art and Writing" (Beverly Chiarulli); "Smithsonian Expeditions: A Museum Partnership" (Jane MacLaren Walsh; Tonia Barringer); "Two New Multimedia Tools for Teaching Archaeology" (Shannon P. McPherron); and "'African Voices': Smithsonian Project Brings Africa Alive" (Michael Atwood Mason). (BT)

ED 457 110

SO 033 005

Advancing in Art Education. Visual Arts Education: Setting an Agenda for Improving Student Learning.

PUB DATE- 81

NOTE- 18p.; Cover page varies.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Agenda Setting; *Art Education; Educational Improvement; *Educational Policy; Elementary Secondary Education; *Policy Formation; Student Improvement; *Visual Arts IDENTIFIERS- *National Art Education Association

This paper seeks to bridge visual arts education and educational policy decisions to improve student learning in the visual arts. Moving this agenda forward will require the National Art Education Association's (NAEA) Board of Directors and its constituency groups to commit to (1) use the organization's resources and intellectual capital to inform arts education practices and policy decisions, and (2) work within and beyond the NAEA infrastructure to improve student learning. Implementation of the agenda will require the alignment of NAEA initiatives and programmatic activities with educational needs. The NAEA resources mentioned in the paper have been used in many school districts to improve student learning in the visual arts. The paper cites resources developed by other education stakeholders that share common goals with NAEA. It is designed to assist legislators, departments of education, school boards, superintendents, principals, parents, the business community, and education organizations in the development and administration of policy decisions designed to improve student learning. It discusses curriculum, instruction, and assessment, professional development, and teacher preparation standards. (Contains 18 references.) (BT)

ED 457 111

SO 033 006

Khatena, Joe; Khatena, Nelly
Developing Creative Talent in Art: A Guide for Parents and Teachers. Publications in Creativity Research.

PUB DATE- 99

NOTE- 205p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

who can learn science). Reflective journal writing influenced student teachers' beliefs and attitudes toward science and science teaching. Students made connections between reaction statements and state science teaching competencies. The inquiry-based environment allowed students to contemplate their beliefs about their own competency and understanding of science and science teaching. Students came to believe that science could be fun and interesting to students and teachers and that science should be an important part of elementary students' learning. The experiences in class increased their own science content knowledge, and they felt more confident to modify lessons done in class for K-5 students. (Contains 25 bibliographic references.) (SH)

ED 457 129

SP 040 205

Hollas, Betty
Improve Student Behavior. K-5 Fast Flip Facts.

PUB DATE- 81

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (955)

DESCRIPTORS- Classroom Environment; Elementary Education; Elementary School Students; Interpersonal Communication; Student Behavior; *Teacher Expectations of Students; *Teacher Student Relationship

This flip book presents strategies for managing elementary student behavior while building community in the classroom. The first strategy explains how to remain calm and professional when facing a particularly challenging student by breathing and relaxing and reframing and retaining. The second strategy involves disengaging "smart talk" by using various concise statements or by talking and turning in order to prevent students from continuing to pull the teacher into a power struggle. The third strategy involves being serious but subtle, letting the students know that teachers are aware of their behavior, that they disapprove of their actions, and that they take the situation seriously. The response must be subtle in order to preserve teacher professionalism and student dignity. This can involve using the "teacher look," moving close to the student, and ignoring the behavior. The fourth strategy involves assertive communication (acknowledging the situation, stating the limit, and presenting choices). It recommends using "I" messages and creating a better behavior plan. The fifth strategy involves building community and maintaining relationships. This can involve establishing positive contact, convening an appreciation circle, allowing student choice, making good news calls to parents, expressing success, and modeling mutual respect. (SH)

ED 457 130

SP 040 207

Edelfelt, Roy, Ed.
Second-Year Progress Report. University-School Teacher Education Partnerships.

PUB DATE- 80

NOTE- 80p.; Foreword by Molly Corbett Broad. Introduction by Charles R. Coble.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

performed by paraprofessionals in various settings and to strengthen linkages between state departments of education, local education agencies, other provider agencies, institutions of higher education, and local chapters of professional organizations and unions. Four appendixes include: educational support personnel career development (teacher licensing and credentialing opportunities); paraprofessional regulatory/administrative policies and procedures; the paraprofessional credentialing system in Kansas, Maine, and Georgia; and contacts at state and local education agencies and institutions of higher education. (Contains 22 references.) (SM)

ED 457 149

SP 040 251

Healthful Living Education. Standard Course of Study and Grade Level Competencies, K-12.

PUB DATE- 00

NOTE- 102p.; Cover page varies.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Comprehensive School Health Education; Cultural Pluralism; Elementary Secondary Education; Health Behavior; *Health Promotion; Interpersonal Relationship; Life Style; Nutrition; *Physical Education; Physical Fitness; Physical Health; Safety; Stress Management; Substance Abuse
IDENTIFIERS- Weight Maintenance

This document describes instruction for the acquisition of healthy lifestyle behaviors. The Healthful Living Education program reflects the needs of all students, including those with disabilities, combining health education and physical education. When appropriately reinforced in a comprehensive scope and sequence, it can provide such benefits for all students as: lowered risk-taking behaviors; enhanced academic performance; desirable social behaviors; increased levels of self-image; establishment of positive behaviors; increased respect for diversity; and appropriate skill development and behavior for competencies in at least three lifetime activities. The standard course of study has objectives for each grade level. The same strands and competency goals occur at each level. The strands define major elements of healthful living that are relevant across grades and provide unifying threads of understanding supported by the goals and objectives of the standard course of study. The strands include: preparation; stress management; substance abuse; nutrition and weight management; protecting self and others; relationships; personal fitness; healthful lifestyles; appreciation for diversity; social wellness; movement forms; and fitness and sport literacy. (Contains 24 references.) (SM)

ED 457 150

SP 040 252

Snow-Renner, Ravay

Teachers' Perspectives on Standards-Based Education: Initial Findings from a High-Performing, High-Needs School District.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Academic Standards;

disadvantaged students and to do so without sacrificing students on the altar of test scores. Franship Independent School District, Texas, serves approximately 5,300 students from 2 counties in 1 high school, 1 alternative high school, 1 junior high school, 1 intermediate school, 4 elementary schools, and 1 disciplinary alternative elementary education program. The demographic breakdown shows that the population is approximately 24% Hispanic, 4% African American, and 72% Anglo. A look at the reasons for the success of this school district, using data from multiple sources, reveals eight characteristics contributing to the district's success: (1) leadership; (2) shared decision making; (3) commitment to professional development; (4) emphasis on family involvement; (5) alignment of curriculum and instruction; (6) integrated technology; (7) accountability; and (8) early interventions and alternative schooling. This school district has accepted that change and improvement are ongoing. They have found what is best for their students, and they are doing it. (SLD)

ED 457 169

TN 033 259

Clare, Lindsay; Valdes, Rosa; Pascal, Jenny; Steinberg, Joan
Rector

Teachers' Assignments as Indicators of Instructional Quality in Elementary Schools. CSE Technical Report 545.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 91

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Assignments; Educational Change; Educational Practices; Educational Quality; Elementary Education;

*Elementary School Teachers; Evaluation Methods; *Interrater Reliability; *Research Methodology; Scoring Rubrics

IDENTIFIERS- Monitoring; Reform Efforts

This report describes ongoing research investigating the use of teachers' assignments as an indicator of classroom practice. The purpose of this work is to develop a measure of students' learning environments that potentially could be used to help monitor the influence of school reform efforts on the quality of the classroom learning environment and support the improvement of instructional practice. Past research indicated good results in regard to the technical quality and feasibility of the method for describing practice in urban school environments. This report describes additional research investigating the reliability and validity of this method for describing the quality of students' learning environments in schools serving higher achieving and middle class elementary school students as well. Participants were 16 teachers in schools that served middle class students primarily. Results indicate good reliability between raters, but not within raters over time. Results also indicate that the quality of assignments was statistically significantly associated with the quality of observed instruction and student work. Finally, results indicate that at least three assignments would need to be collected from teachers to determine a stable estimate of quality. Appendixes describe the teacher assignment materials, present the observation instrument and interview protocol, and contain the teacher and student scoring rubrics. (Contains 11 tables and 28 references.) (Author/SLD)

IDENTIFIERS- *Equipment Operation

The purpose of this project was to develop valid evaluation procedures for the selection of Container Equipment Operators (CEOs) in the shipping industry. A job analysis was conducted to identify the essential tasks of the CEO job. Site visits, a task inventory, and the determination of essential tasks were used in the job analysis. The skills and abilities needed in the job were identified through ratings by six experienced CEO trainers and four job analysts. Abilities needed for the job were divided into categories of vision abilities, hearing abilities, dexterity abilities, and physical abilities. Three computerized tests (the Maze Test, Maze and Ball Test, and the Carge Test) were developed to assess multi-limb coordination, reaction time, control precision, and time sharing. A practice task was developed for users who were not familiar with the operation of a computer and the use of joysticks. Prior to using the 3 tests a pretest was administered to 60 college students, and the battery was revised based on their responses. The tests were validated with a sample of 49 participants who, in general, were not experienced with a computer keyboard or mouse. Correlations were also investigated between the developed computerized tests and some paper-and-pencil tests believed to test some of the same abilities. Criteria were then selected for test performance necessary for successful job performance. Analyses also determined that the test was fair across ethnic and age groups and to individuals with and without video game experience. (Contains 1 figure, 4 tables, and 15 references.) (SLD)

ED 457 189

TM 033 285

Barowski, Maureen Coursey; Thompson, Carol; Zaccaria, Karen
Portfolios: Authentic Assessment.

PUB DATE- 81

NOTE- 143p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field Based Master's Program.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (640); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; High School Students; Junior High School Students; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); *Student Evaluation; Urban Schools

This report describes a plan for using student portfolios as a tool for authentic assessment. The targeted population was classes of 5th, 8th, and 12th graders in 3 urban school settings. The three teachers involved felt that current assessment methods were inadequate for measuring student learning. Analysis of the data showed that current traditional assessment methods focused on memorization rather than the acquisition of knowledge. Test scores often did not correspond to the teacher's and parents' perceptions of the student's achievements. Reviews of the literature indicated that current assessments test narrowly and did not meet the needs of students of varied learning styles in any classroom. A review of the solution strategies used by knowledgeable others documented the validity of portfolios as a more balanced and valid assessment tool. Portfolios coincided more accurately with the teaching strategies used in the classroom. The teachers found that, although the implementation of portfolio assessments involved major investments in time, money, storage,

Byar, John L.

The Consistency of Correlation between Students' Perceptions of Classroom Involvement and Academic Self-Concept in Secondary Social Studies Classes.

PUB DATE- 01

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Correlation; *High School Students; High Schools; *Social Studies; Student Attitudes; Student Motivation; *Student Participation

IDENTIFIERS- *Academic Self Concept

This research measured the effects of students' perceptions of classroom involvement on academic self-concept in high school social studies classes. Sample 1 consisted of 133 11th graders attending an Alabama high school during the 1999-2000 school year. Sample 2 consisted of 259 11th graders attending an Alabama high school during the same year. Students' perceptions of classroom involvement were measured by the Classroom Environment Scale (E. Trickett and R. Moos, 1973). Academic self-concept was measured by the Academic Self-Description Questionnaire II (H. Marsh, 1990). Similar findings from both samples reveal a statistically significant relationship between the variables. Evidence of consistent relationships between the two variables was increased. Grounds for building a general theory about the relationship between classroom involvement and the motivation-related variable of academic self-concept were provided. (Contains 1 table and 29 references.) (Author/SLD)

ED 457 296

TM 033 306

Shelley-Sireoni, Lynn M.; Ciano-Bayes, Claudia
Development and Validation of the "Attitudes toward Adoption Scale" and the "Gay and Lesbian Parents' Adoption Scale."

PUB DATE- 01

NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001). Colored paper may not reproduce well.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adopted Children; *Adoption; Attitude Measures; *Attitudes; *College Students; Higher Education; *Homosexuality

Two studies were conducted to evaluate newly developed measures of attitudes about adoption. The Attitudes toward Adoption Scale was developed, based on research literature, to investigate the attitudes of people with and without experience with adoption toward adoption. Eighty-six college students completed this scale and made open-ended comments about each item. The Gay and Lesbian Parents' Adoption Scale was developed to measure attitudes toward adoptions by gay and lesbian parents. This scale was administered to 299 college students. Initial findings from these studies indicate that both scales have acceptable validity and reliability. A limitation of the study was that the sample was extremely homogeneous, consisting primarily of young heterosexual female psychology majors who had not been adopted. (Contains 3 tables and 13 references.) (SLD)

ED 457 299

TM 033 307

Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for the Anthropology faculty at 125 public and 82 private institutions in 2000-2001 with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$58,765 for 718 faculty at 125 public institutions was 3.6% higher than the average salary for all faculty in all major fields. The average salary increase was 0.08% per year for public institutions and 2.26% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 727

HE 034 287

Howe, Richard D.
Salary-Trend Study of Faculty in Architecture and Related Programs for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty salaries in architecture and related programs, see ED 442 365. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Architectural Education; *Architecture; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for the faculty in Architecture and related programs at 47 public and 19 private institutions with comparable numbers for the earlier study. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$60,003 for 697 faculty

salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Engineering Related Technologies at 106 public and 13 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$54,139 for 1,249 of faculty in public institutions was approximately 4.8% lower than the average salary for all faculty in all major fields. The average salary increase at public institutions was 0.2% per year above the cost of living as measured by the Consumer Price Index, and the salary increase at private institutions was 0.5% below the cost of living figure. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 746

HE 034 306

Howe, Richard D.
Salary-Trend Study of Faculty in English Language and Literature,
General for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in English language and literature, general, see ED 442 384. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *English Literature; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in English Language and Literature at 292 public and 376 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$50,374 for 6,802 of faculty in public institutions was 12.6% lower than the average salary for all faculty in all major fields. The average salary increase was 0.7% per year for public institutions and 1.9% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list

and lists of public and private institutions participating in both studies. (SLD)

ED 456 764

HE 034 324

Howe, Richard D.
Salary-Trend Study of Faculty in Physical Sciences, General for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of physical sciences, general faculty for 1996-97 and 1999-2000, see ED 442 402. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Physical Sciences; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Physical Sciences, General, faculty at 61 public and 56 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$56,139 for 443 faculty in public institutions was approximately 1.0% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 9.0% lower than that for all faculty. The average salary increase was 0.7% per year below the cost-of-living for public institutions and -5.1% per year below the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 765

HE 034 325

Howe, Richard D.
Salary-Trend Study of Faculty in Physical Therapy for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of physical therapy faculty for 1996-97 and 1999-2000, see ED 442 403. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Physical Therapy; *Private Colleges; *Public Colleges; Statistical Data; Tables

creating a program portfolio. This paper describes the portfolio and its use. The portfolio was a means for integrating many of the previous strategic initiatives. The program portfolio model is presented, steps in its development are traced, and implications for institutional research are discussed. The paper also identifies lessons learned and identifies the next steps in the program portfolio process. (Contains 15 references.) (Author/SLD)

ED 456 783

HE 034 343

Howard, Richard D.; Borland, Ken; Johnson, Cel; Baker, Larry J. Academic Success of Suspended Students. AIR 2001 Annual Forum Paper.

PUB DATE- 01

NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Failure; Academic Persistence; Academic Probation; College Attendance; *College Freshmen; Degrees (Academic); *Graduation; Higher Education; School Holding Power; *Suspension

IDENTIFIERS- *Montana State University

Cohorts of entering freshmen were tracked over time to determine whether the suspension policy at Montana State University (MSU), Bozeman was having the intended effect on academic success, defined as degree completion. The university's current policy requires students to be suspended after receiving grade point averages (GPAs) of lower than 2.00 for two consecutive terms. The objective of the policy, which requires a student to sit out one term before returning to MSU, is to require the student to evaluate his or her academic difficulties, take steps to correct them, and return to MSU with a stronger commitment to scholastic achievement. The returning student continues to carry the burden of the cumulative GPA, and a "probation" designation is not removed until the student earns both term and cumulative GPAs of 2.00 or above. The study examined a population of 4,933 first-time, full-time degree-seeking freshmen, the entering cohorts of 3 years. Of this population, 17% were suspended at some time during their university attendance. The data suggest that in the 1990s, suspended students seldom graduated from MSU. The policy was found to be protectionist, isolationist, reactionary, and summative. Recommendations for suspension policy in the future are that faculty should revisit this policy through a contemporary lens, and that the "time out" intervention should be replaced by a "time out" plus intervention approach that is designed to address students' academic difficulties. It is also recommended that strategies be developed to enhance students' preparation for college, especially for calculus courses. (SLD)

ED 456 784

HE 034 344

Cabrera, Alberto A.; Burkham, Kurt, R.; La Masa, Steven, M. On the Right Path: The Higher Education Study of One Generation. AIR 2001 Annual Forum Paper.

SPONS. AGENCY- Association for Institutional Research.

PUB DATE- 01

NOTE- 81p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA,

ED 456 804

IR 020 836

Intellectual Property Needs and Expectations of Traditional Knowledge Holders. WIPO Report on Fact-Finding Missions on Intellectual Property and Traditional Knowledge (1998-1999).

PUB DATE- 01

NOTE- 326p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Foreign Countries; Information Services; Information Sources; *Intellectual Property; International Organizations; Organizations (Groups); Ownership; Researchers; User Needs (Information); Users (Information)

IDENTIFIERS- *World Intellectual Property Organization

This report presents information compiled by the World Intellectual Property Organization (WIPO) from nine fact-finding missions conducted by WIPO in 1998 and 1999 on the intellectual property (IP) needs and expectations of holders of traditional knowledge. The fact-finding missions (FFMs) were designed to enable WIPO to identify the IP needs and expectations of traditional knowledge holders. The purpose of this report is to provide information to WIPO Member States, holders of traditional knowledge, including indigenous peoples, the private sector, intergovernmental and non-governmental organizations, academic and research institutions and other interested parties, on the IP needs and expectations of traditional knowledge holders expressed to WIPO during the fact-finding missions. The main body of the report is contained in three parts: "Framing the IP Needs and Expectations of Traditional Knowledge Holders"; "Identifying the IP Needs and Expectations of Traditional Knowledge Holders: Results of the Nine Fact-Finding Missions"; and "Summary, Reflections and Conclusions." Annexes to the report include the following: Contracting Parties of Treaties Administered by WIPO; Terms of Reference for FFMs; Table of Countries Visited; WIPO Interim Mission Reports; Recommendations and Resolutions on the Protection of Expressions of Folklore; List of States, Organizations and Persons Submitting Formal Comments on Draft Report; and Bibliography. (Contains 126 references.) (AEF)

ED 456 805

IR 020 839

Albrechtsen, Hanne, Ed.; Mai, Jens-Erik, Ed.

Advances in Classification Research. Volume 10. Proceedings of the ASIS SIG/CR Classification Research Workshop (10th, Washington, DC, November 1-5, 1999). ASIST Monograph Series.

PUB DATE- 01

NOTE- 149p.; Workshop sponsored by the American Society for Information Science Special Interest Group/Classification Research.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - Proceedings (021)

DESCRIPTORS- *Access to Information; *Classification; Indexing; Information Management; *Information Retrieval; Information Science; Relevance (Information Retrieval)

IDENTIFIERS- Electronic Resources; *Information Science Research

This volume is a compilation of the papers presented at the 10th ASIS (American Society for Information Science) workshop on classification research. Major themes include the social and cultural informatics of classification and coding systems,

recommendation is: increase investment in research and development and dissemination. The federal government should increase its investment in dedicated education technology research and development to at least \$100 million. Research and development should be used to determine the most effective technology methods to improve student achievement, and support the development of assessment tools that measure 21st century skills. The federal government should fund President Bush's \$15 million proposal for a Web-based Clearinghouse of Best Practices in Education Technology. The creation of an education technology clearinghouse is an effective way for educators to gain a better sense of the quality of the work achieved by their peers. This clearinghouse will also support more professional development. (AEF)

ED 456 823

IR 020 879

Huang, Hsiu-Mei
Discovering Social and Moral Context in Virtual Educational World.
PUB DATE- 99

NOTE- 19p.; Paper presented at the Social and Moral Fabric of School Life Conference (Seattle, WA, October 14-16, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Mediated Communication; *Distance Education; Educational Environment; *Ethics; *Interaction; Internet; *Moral Issues; Online Systems; *Social Problems; Teaching Methods

Advanced technologies are changing the way teaching and learning are conducted and experienced in the world of distance education. Network environments such as the Internet have formed a new virtual education world for online learners. In distance education, the instructor and learner are physically separated. Interactivity is an important part of distance education. Social constructivists believe that knowledge is constructed through social interaction and collaboration with others. For Dewey (1916), the moral and the social quality of conduct are identical. The purpose of this paper is to analyze social and moral issues in the virtual education environment. Highlights of the discussion include: social context in virtual learning environments; moral context in the virtual learning environment; humanity and isolation; sharing and exchanging information; civility; and computer ethics. (Contains 35 references.) (AEF)

ED 456 824

IR 020 880

CNN Newsroom Classroom Guides, July 2001.

PUB DATE- 01

NOTE- 118p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs

IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of July

rules for discussion, animate interactions with minimal instructor intervention, sense how online text messages may appear to distant learners, and be aware of cultural differences. Implications of competencies for online teaching are discussed. (Contains 26 references and a list of related Web sites.) (AEF)

ED 456 842

IR 058 190

Koren, Marian

The Right of the Child to Information: The Role of Public Libraries in Human Rights Education.

PUB DATE- 00

NOTE- 13p.; Paper presented at the International Conference on Emerging Democracies, Citizenship and Human Rights Education (Enschede, Netherlands, June 18-21, 2000). This paper is based on "Tell Me! The Right of the Child to Information," NBLC, The Hague, 1996 (Dissertation, University of Amsterdam).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Child Development; *Childhood Needs; *Civil Liberties; Education; Freedom of Information; Information Services; Information Sources; *Library Role; *Library Services; *Public Libraries

Information and education are crucial for child development. The child's right to information and education protect human values and the human dignity of the child. Formal and non-formal forms of education by parents, friends, schools, and libraries should be based on human rights. The United Nations (UN) Convention on the Rights of the Child (CRC) provides a framework for human rights education. An analysis of the various types of human rights is presented. These include: general human rights as formulated in the Universal Declaration on Human Rights; human rights of children, with a focus on the UN Convention on the Rights of the Child; and human rights of children in the home country. Public library services are based on human rights, formulated in the Unesco Public Library Manifesto. These services can play a constructive role in formal and non-formal education about human rights. They respond to the child's right to information in various ways that are explained in this paper. They also support the schools with required materials and programs based on valuable themes, such as human rights. In many countries, professionals that deal with children still have little knowledge about the human rights of children, and they need information and training in this area. Active libraries can help. Some examples of cooperative work for human rights education are given, with recommendations made in the areas of definition of human rights education; training in children's rights; integrated programs and child participation; and voice for children. Web sites for additional information in this area are listed. (AEF)

ED 456 843

IR 058 191

McAbee, Sonja L., Comp.; Bevis, Mary D., Ed.; Poe, Jodi W., Ed.; Whitesel, George, Ed.

Houston Cole Library Collection Management and Development Policy. Second Edition.

PUB DATE- 01

NOTE- 302p.; With editorial assistance by William J. Hubbard and Paula Barnett-Ellis.

school library media programs on the achievement of U.S. public school students: Information Empowered: The School Librarian as an Agent of Academic Achievement in Alaska; Measuring UP to Standards: The Impact of School Library Programs and Information Literacy in Pennsylvania Schools; How School Librarians Help Kids Achieve Standards, The Second Colorado Study; and Good Schools Have School Librarians: Oregon School Librarians Collaborate To Improve Academic Achievement. Among the four states, different grades were tested at different levels but, generally, each state tested at elementary, middle, and high school levels. In each state, school library media programs were surveyed at the building level on a variety of topics. The topics common to all four state studies were: staffing levels, staff activities, collection size, usage statistics, and available technology. While the results of the four studies varied somewhat, on the whole the findings concerning what aspects of school library media programs are important were remarkably consistent. Findings for each of the states are highlighted, followed by common findings and distinguishing results of each study. The remainder of the digest discusses controlling for school and community differences, implications and recommended actions by school officials, and other research questions raised by these studies. (AEF)

ED 456 862

IR 058 324

Russell, Carrie
Libraries in Today's Digital Age: The Copyright Controversy. ERIC
Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071). Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; *Copyrights; *Fair Use
(Copyrights); Futures (of Society); Information Services;
Information Technology; Library Collection Development;
*Library Services; Ownership; Technological Advancement
IDENTIFIERS- *Digital Data; *Digital Technology; ERIC Digests

This digest focuses on the continuing ambiguities libraries and their users face in dealing with copyright in the digital environment. In the networked digital world, the basic principles of copyright are more difficult to apply. Digital copies are easy to create, modify, and manipulate, they are extremely easy to distribute widely over networks, and they have a transitory nature. Thus, for libraries, traditional functions that depend on the ownership and relative permanence of a copy, like library lending, collection development, and preservation have been radically altered by digital technologies. Once a library or an individual has lawfully acquired a copy of a work, the first sale doctrine of the copyright law allows that the library or individual may exercise another exclusive right of copyright--the right to distribute the copy--without the permission of the copyright holder. First sale enables librarians to loan books or conduct interlibrary loan without committing copyright infringement. Currently, the first sale exception does not transfer to the digital environment. Libraries have had to shift their understanding of collection development from an ownership model

The Reality of Perceptions: The Future Earning Power of Community College Students.

PUB DATE- 01

NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Community Colleges (43rd, Chicago, IL, April 5-7, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Colleges; *Economic Impact; Economic Status; *Educational Benefits; Employment Opportunities; *Employment Potential; Income; Job Skills; Job Training; *Legislators; *Perception; Salaries; Socioeconomic Status; Two Year Colleges; Vocational Education

IDENTIFIERS- *Casper College WY; Wyoming

This study examines the perceptions of legislators in Natrona County, Wyoming, concerning the impact community college attendance has on a student's future earning power. Eight congressmen and four senators were interviewed between November 30, 2000, and January 31, 2001. Results included: (1) nine legislators held perceptions that could be classified as clear and convincing about the role education plays in the ability to enhance earning capacity, yet none offered an estimate as to how much that difference might be; (2) six legislators provided dialogue that clearly identified a belief in a graduated benefit to attending college; earning power was likely impacted by attending, and the longer a student attended the more enhanced the earning power; (3) the fewest number of legislators indicated that there might be a monetary benefit to attending college, but they offered some type of qualification for this position; and (4) five legislators discussed their positive perceptions of Casper's role in providing opportunities for improving job skills. This report also presents a student wage study that is compared with the legislators' perceptions, demonstrating that: (1) there is a clear benefit to graduating from a community college; and (2) there is also a graduated and qualified benefit to attending college. (Includes 11 tables and 4 figures, with legislator quotes.) (EMH)

ED 456 882

JC 010 612

Cox, Kimberley

Research Report: Alternative Calendar Student Survey.

PUB DATE- 01

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adult Students; Community Colleges; *Flexible Scheduling; *Nontraditional Students; Parents; *School Schedules; Self Supporting Students; Student Attitudes; Student Characteristics; Student Reaction; *Student Surveys; Time Blocks; Two Year Colleges

IDENTIFIERS- *Mount San Jacinto College CA

Eleven classes from the San Jacinto campus and ten classes from the Menifee Valley campus of Mount San Jacinto College (MSJC) (California) participated in a survey designed to obtain students' preferences for an alternative 16-6-16-6 academic calendar. Stratified random sampling techniques were used to obtain representative courses from across the curriculum and for time-of-day offerings. Completed surveys were returned by

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Community Programs; *Day Care; *Early Childhood Education; Educational Finance; *Endowment Funds; Family Financial Resources; *Financial Support; Fund Raising; Models; Private Financial Support

Noting that most early care and education programs do not have adequate resources to achieve high quality, this report examines the potential of community-based endowment funds for early care and education. Section 1 of the report provides general background information about endowments, their uses, characteristics of successful endowment-building organizations, human resources for endowment-building organizations, and challenges in building endowments. Section 2 focuses on factors associated with successful endowment fundraising, including setting realistic goals, identifying prospective donors, obtaining assistance from others, and preparing for and sustaining solicitation activities. Section 3 details lessons for the early care and education field, describes current experiments in creating community-based endowments for early care and education, and discusses challenges and opportunities in developing such funds. Section 4 details potential models for early care and education endowment funds, including a field-of-interest fund, a designated fund, and a free-standing endowment fund. Section 5 of the report discusses factors to consider in assessing the feasibility of developing a community-based endowment fund for early care and education, focusing on community characteristics such as income and wealth, as well as readiness. Section 6 presents steps to establishing endowments, including research and preparation, setting of reasonable endowment goals, implementation of the endowment, and identification of resources for building endowments. The report concludes by asserting that an early care and education community endowment fund has potential as a long-term strategy for generating revenue for early care and education and that once established, endowment funds could be one source of revenue in a coordinated early care and education finance system. (KB)

ED 456 901

PS 029 722

Vast, Teresa; Baum, Sandy

A Financial Aid Need Analysis Methodology for Early Care and Education. Technical Report.

SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.

PUB DATE- 01

NOTE- 60p.; For supplementary technical reports, see PS 029 719-721.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Day Care; *Early Childhood Education; Educational Finance; Eligibility; Family Financial Resources; Family Income; *Financial Aid Applicants; *Financial Needs; *Financial Support; Fund Raising

Based on the view that early care and education programs must have substantial non-tuition revenue from the public and private sectors to reduce the proportion of costs for high quality programs passed on to families as tuition costs, this report presents a methodology for identifying an "expected family contribution," a representation of what a family is able to pay for care based on an analysis of its income and assets. Also considered in this methodology is a calculation to

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

**DESCRIPTORS- *Day Care; *Early Childhood Education; Fees;
*Marketing; *Public Policy; Research Methodology; *Surveys**
IDENTIFIERS- Child Care Costs; *Subsidized Child Care Services

As states continue to struggle balancing child care program quality and equal access to quality programs for all eligible children, market rate surveys can be an effective tool in obtaining information on which to base public policy. This issue brief summarizes for state child care lead agencies some of the options related to conducting market rate surveys. The brief details the goals for market rate surveys and provides a rationale for conducting this type of survey. Suggestions for conducting effective market rate surveys include defining the market to survey and considering various methods of calculating subsidy rate ceilings. Tips pertaining to survey methodology relate to drawing a sample versus a census survey, conducting a telephone versus a mail survey, developing the marketing plan, developing the survey instrument, conducting the survey in-house or through a contractor, and identifying the best time of year to conduct the survey. Also included in the issue brief are two pullout sheets to be used in disseminating information on market rate surveys to two key stakeholder groups: providers and policymakers. The first insert addresses the importance of provider participation in the survey; the second insert is designed to educate policymakers on using market rate surveys as a tool for learning about the condition of children in their states. The brief concludes by asserting that the market rate survey can be an effective tool to help state child care administrators ensure equal access to quality programs for all eligible children and families. (KB)

ED 456 919

PS 029 762

Karolak, Eric; Collins, Ray; Stonay, Louise
Conducting Market Rate Surveys and Establishing Rate Policies.
SPONS. AGENCY- Administration on Children, Youth, and Families
(DHHS), Washington, DC. Child Care Bureau.

PUB DATE- 01

NOTE- 46p.; For related document on rate setting policies, see PS 029 763.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

**DESCRIPTORS- *Day Care; Early Childhood Education; Evaluation
Methods; Fees; *Marketing; *Public Policy; Research
Methodology; *Surveys**

IDENTIFIERS- Child Care Costs; *Subsidized Child Care Services
Market rate surveys and the rate-setting policies and reimbursement rules informed by them are at the core of the market-based approach to child care and are central to the delicate balancing act of ensuring access to subsidized care while at the same time promoting the quality of child care. This report provides an overview of the market-based approach and a discussion of planning and conducting market rate surveys and establishing rate policies for the administration of the subsidized child care system. The report's introduction describes the core components of the market-based approach and provides a rationale for its use. Part 1 of the report is presented in three chapters. Chapter 1 distinguishes child care cost from child care price and provides background information on the use of market rate surveys as a result of child care subsidies introduced under 1988 welfare reform legislation.

Physical Education; Principals; Research Papers (Students); School Policy; *Standardized Tests; Standards; State Standards; *Student Evaluation; Violence; World Wide Web

This document is comprised of the six issues in volume 16 of the Harvard Education Letter, a bimonthly newsletter addressing current issues in elementary and secondary education. Articles in this volume include the following: (1) January-February-- "Grade Inflation: What's Really behind All Those A's?" (Birk) and "Every Friday was Fight Day" (Farber); (2) March-April-- "Successful School Reform Efforts Share Common Features" (Downs) and "Mining for Gold in a Mountain of Online Resources" (Tally and Burns); (3) May-June-- "Putting Cooperative Learning to the Test" (Walters) and "Schools Need To Pay More Attention to 'Intelligence in the Wild'" (Perkins); (4) July-August-- "Shakespeare vs. Teletubbies: Is There a Role for Pop Culture in the Classroom?" (Amster), "View from the Classroom: Student Writers Hone Their Skills," "Would More Phys Ed Curb Kids' Weight Gain?" and "Online Term-Paper Mills Produce a New Crop of Cheaters" (Ditman); (5) September-October-- "Are High-Stakes Tests Worth the Wager?" (Sadowski), and "Portrait of the 'Super Principal'" (Pierce); and (6) November-December-- "Getting a Jump on Good Health" (Amster) and "Will New Standards Bring Peace to the Math Wars?" (Downs). Regular features include editorial statements and summaries of recent research. (KB)

ED 456 939

PS 029 797

Delfos, Martine F.
Are You Listening to Me? Communicating with Children from Four to Twelve Years Old.

PUB DATE- 01

NOTE- 159p.; For Spanish edition, see ED 455 918.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Age Differences; Child Development; *Children; *Interpersonal Communication; Interviews; *Parent Child Relationship; *Questioning Techniques; *Teacher Student Relationship

IDENTIFIERS- Adult Child Relationship; *Conversation; Conversational Flow

Although talking to children is a daily activity for almost everyone at some stage in one's life and an essential activity for professionals who work with children, there has been little research attention paid to this activity. This book describes communication with children between the ages of 4 and 12 years, focusing on open question-and-answer sessions with children, especially those sessions related to therapeutic assistance for children and conversations in school. Following a general introduction in chapter 1, chapter 2 presents information on child development from ages 4 to 12. Chapter 3 discusses the characteristics of conversing and interviewing, including conversation quality, conditions for communication, meta communication, conversation partners' expertise and interests, loyalty, language skills and closeness, and transference and countertransference. Chapter 4 discusses techniques of conversing and interviewing, focusing on the structure of a conversation and types of questions. Chapter 5 discusses conversing based on children's age, with regard to meta communication, the form in which the conversation takes place, the verbal aspect, the nonverbal aspect, interview techniques,

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Cognitive Style; *College Programs; Cultural Awareness; *Cultural Interrelationships; *Educational Philosophy; Ethnic Studies; Foreign Countries; Higher Education; Holistic Approach; Indigenous Populations; *Intercultural Programs; Self Determination; *World Views

IDENTIFIERS- *Aboriginal Australians; Indigenous Knowledge Systems; Paradigm Shifts; Victoria University of Technology (Australia)

Being able to consider the full range of social and economic issues from different cultural perspectives while maintaining respect and an open mind is a difficult task. The similarities between the latest thinking of Western cosmology and theoretical physics and Indigenous understandings of the bush and its components are striking and provide a theoretical basis for the construction of two-way learning in all Western schools. Democratic reconciliation through a process of two-way learning encourages participants to move within and between paradigms with courage and persistence, to travel boldly, and to think fearlessly. Myerna Studies, a Bachelor of Education program being conducted in partnership between the Indigenous people of the Echuca region and Victoria University of Technology (Australia), is implementing respectful, democratic, and cultural two-way teaching and learning. The program is open to Indigenous and non-Indigenous students and involves studies in education, Indigenous culture and knowing, sport and recreation, and youth and community. The investigation of educational, cultural, and research ideas through a process of integrated, holistic inquiry has shown considerable success. Discussions of the principles and practices of Myerna Studies indicate that progress is being made in reconciling Indigenous and Western knowing and that collaboration and critique are being transformed into critical dialogue and possibility.
(Contains 14 references.) (TD)

ED 456 957

RC 023 144

Kratli, Severio

Education Provision to Nomadic Pastoralists: A Literature Review.

IDS Working Paper.

SPONS. AGENCY- World Bank, Washington, DC.

PUB DATE- 01

NOTE- 84p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Achievement; Acculturation; Adult Education; *Cultural Differences; Culture Conflict; Distance Education; Educational Attainment; Educational Attitudes; *Educational Needs; *Educational Objectives; *Educational Policy; Elementary Secondary Education; Foreign Countries; Minority Groups; *Nomads; *Relevance (Education); Resistance to Change; Role of Education; Social Change

IDENTIFIERS- *Mongolia

Educationally, pastoralists appear to be a paradox. From the perspective of official education, they are a complete failure, scoring badly in terms of enrollment, achievement, attainment, and gender balance. However, pastoralists are far from being unskilled. Their daily lives require them to perform tasks involving high levels of individual and social specialization. A consideration of this paradox should be central to analyses

The Importance of Manufacturing in the Rural South.
 SPONS. AGENCY- Economic Research Service (USDA), Washington, DC.;
 Farm Foundation, Chicago, IL.
 PUB DATE- 81
 NOTE- 8p.; Also sponsored by the TVA Rural Studies Program at the
 University of Kentucky, and 29 Southern land grant institutions.
 LANGUAGE- English
 EDRS Price- MF01/PC01 Plus Postage.
 PUB TYPE- Collected Works - Serials (022)
 DESCRIPTORS- *Education Work Relationship; Educational
 Attainment; *Educational Needs; Job Training; *Manufacturing
 Industry; Poverty Areas; *Rural Areas; Rural Economics
 IDENTIFIERS- *Education Economy Relationship; *United States
 (South)

Manufacturing employs a declining share of the U.S. labor force but is still the most important sector of Southern rural economies. Manufacturing has played a major role in reducing poverty in the rural South and is particularly important to economies where tourism, recreation, or commuting is not strong. Historically, manufacturers moved to the rural South as part of a low skill/low wage strategy; this strategy is now implemented through international relocation or has been put aside as some manufacturers shift toward more capital- and technology-intensive types of production requiring a more highly skilled and educated workforce. The low-skilled meat products industry and the higher-skilled auto industry are compared in terms of their growth in rural versus urban areas in the 1990s, education levels of the areas in which they expanded, and economic and demographic effects of their expansion. Rural areas with low education levels will not attract high-tech industries; the best opportunity for such areas may be to aim at attracting industries in the mid-range of skill requirements. However, challenges include lack of local resources to provide incentives for industry relocation; lack of a trained labor force; and quality-of-life considerations for relocating professionals, including quality of local schools. It is unclear whether low-education rural counties have the capacity to compete. (SV)

ED 456 975

RC 023 172

Men in the Classroom: Guidelines for the Selection of Culturally
 Appropriate Materials.

PUB DATE- 80

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
 Classroom Use (For Administrative and Support Staff, and for
 Teachers, Parents, Clergy, etc. in Non-Classroom situations)
 (055)

DESCRIPTORS- Academic Standards; *American Indian Education;
 *Culturally Relevant Education; Curriculum Development;
 Educational Strategies; Elementary Secondary Education;
 *Evaluation Criteria; *Instructional Material Evaluation;
 Instructional Materials; Media Selection; *Selection Tools

This document was developed to assist teachers and school districts in analyzing and selecting instructional materials for American Indian students. The document's recommendations are consistent with Wisconsin state standards and with guidelines set forth by American Indian, Alaska Native, and international indigenous education associations. Selection criteria for evaluating content areas are listed. Subsequent sections of the document discuss criteria for evaluating the

goals, the nature of their academic self-concepts, and their sense of self within school settings. Also examined are the relationships of these variables to intention to complete further schooling, affect toward school, valuing school, student achievement, and school attendance. The Inventory of School Motivation and the Self Description Questionnaire were administered to 129 Aboriginal and 810 non-Aboriginal students in grades 7-9 in 6 rural and urban schools in New South Wales. The results suggest that Aboriginal students, even in remote locations, were motivated by the same motives and self beliefs as influenced students from non-Aboriginal and largely urban backgrounds. These results tell a positive story about the capacity of Aboriginal children to do well at school given the right sort of motivational school environment and indicate the need for further research into the causes of the relatively poor academic performance and persistence of Aboriginal students. (Contains 44 references.) (SV)

ED 456 993

SE 063 999

de Campos, Reinaldo Calixto; Filho, Aricelso Maia Limaverde; Carneiro, Maria Tereza W. Dias; Godoy, Jose Marous de Oliveira; Goulart, Mauricio Silveira; Guerschon, Jose
A Program of Integration for the University and the High School in the Field of Chemistry.

PUB DATE- 98

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Chemistry; Foreign Countries; High Schools; Higher Education; Instructional Effectiveness; Laboratory Experiments; *Relevance (Education); *Science and Society; Science Instruction; *Science Teachers; Scientific Concepts; Scientific Research; Teacher Attitudes; *Teaching Methods

IDENTIFIERS- *Brazil

This paper describes the Project for Integrating the University, the School, and Society (PIUES), developed as part of an effort to restructure the teaching of engineering at the Pontifical Catholic University in Rio de Janeiro, Brazil. New courses for high school teachers were developed that focused on the debates over basic concepts in chemistry, current themes associated with chemistry, alternative ways of teaching, and training in lab practice. Teachers indicated enthusiasm for the redesigned courses. (Contains 14 references.) (WRH)

ED 456 994

SE 064 379

Barcia, Ricardo M.; Pacheco, Roberto; Pass, Leslie C.
A Classroom Model for WWW Use in Modern Engineering Education.

PUB DATE- 98

NOTE- 5p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Resources; *Educational Technology; *Engineering Education; Foreign Countries; Higher Education; Program Descriptions; Science Education; Teaching Methods; *World Wide Web

ED 457 021

SE 065 183

Bankendorff, Kirsten
School Projects for Monitoring the State of the Marine
Environment.

PUB DATE- 01

NOTE- 7p.; Paper presented at the Annual Meeting of the
Australian Science Teachers Association (Sydney, Australia,
July 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Biodiversity; Elementary Secondary Education;
Foreign Countries; *Government School Relationship; Habitats;
Hands on Science; *Marine Biology; *Science Curriculum; Science
Instruction; *Science Projects

IDENTIFIERS- *Australia

Australia's marine environment hosts a high level of diverse
endemic species along with some of the highest biodiversity in
the world. Two-thirds of the population of Australia are living
in coastal areas and can be considered a threat to marine life
which is very vulnerable to human impacts. Although marine
environments conserve high economic values, long-term research
on changes in marine life and its conservation are very
limited. This paper provides insight into the implementation of
marine education in the science curricula and discusses the
advantages of involving schools in long-term monitoring of
marine environments for management purposes. (Contains 10
references.) (YDS)

ED 457 022

SE 065 184

Peat, Mary; Taylor, Charlotte; Fernandez, Anne
From Informational Technology in Biology Teaching to
Inspirational Technology: Where Have We Come from and Where Are
We Going?

PUB DATE- 01

NOTE- 9p.; Paper presented at the Annual Meeting of the
Australian Science Teachers Association (50th, Sydney, New
South Wales, Australia, July 8-13, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Biology; *Cognitive Style; *Computer Uses in
Education; Foreign Countries; Higher Education; *Information
Technology; Problem Solving; Science Curriculum; *Science
Instruction; Student Centered Curriculum; Teaching Methods;
Virtual Reality

IDENTIFIERS- Australia (New South Wales); Learning Environments

Today university students are demanding a greater say in their
tertiary education. In particular they are demanding a greater
flexibility in the way they receive their instruction, and it
is imperative that course delivery strategies that fulfil these
expectations are investigated. On-line delivery of learning
materials offers teacher and students a more flexible mode that
may better suit the learning style and commitments of many of

Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 96
NOTE- 35p.; Also produced by AAG's Second Commission on College Geography (CCG2).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; *Classroom Techniques; Cognitive Style; Elementary Secondary Education; *Geography; *Geography Instruction; Global Approach; Learning Modules; Social Studies; Student Needs; *Teacher Role

IDENTIFIERS- *Active Teaching; Learning Environments
This supplement to the active learning modules summarizes some of the shared experience and wisdom on active pedagogy of module testers, pedagogy experts, and teachers. Among the issues addressed in the supplement are: hints to facilitate teaching an active learning module; suggestions for instructors who are new to a particular location and who might find it difficult to teach about or use examples from a region with which they are not familiar; and suggestions on student assessment (i.e., what to look for in students' performances and responses.) Contains 13 suggestions for further reading. (BT)

ED 457 045

SO 031 440

Levinson, Meira
The Demands of Liberal Education.
PUB DATE- 99
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010); Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship; *Educational Policy; Elementary Secondary Education; *General Education; *Government Role; *Liberalism; Personal Autonomy; Political Issues; *Public Schools; Theory Practice Relationship
IDENTIFIERS- Autonomous Learning; Political Theories; Social Justice
What should the aims of education be in a liberal society? Who should exercise control over children's education in a liberal state, and what form should that control take? Should all schools be forced to enter an 'educational marketplace'? How can children be taught to become good citizens of a pluralistic state? This book seeks to answer these questions by drawing upon political theory, philosophy of education, and empirical research to develop a liberal theory of children's education that is provocative and new. Contrary to the assumptions of many philosophers, educators, parents, and politicians, the liberal state is obligated as a matter of justice to help all children develop the capacity for autonomy, regardless of parents' or other citizens' preferences. The book argues that all children should attend common schools that are regulated by the state, detached from parental control, and driven by the aim of educating for autonomy, and that liberal governments should exercise much greater control over schools than they now do. Following an introduction, chapters in the book are: (1) "Autonomy and the Foundations of Contemporary Liberalism"; (2) "The Development of Autonomy"; (3) "Modifying the Liberal Educational Ideal"; (4) "Culture, Choice, and Citizenship: Schooling Private Citizens in the Public Square"; and (5)

Interdisciplinary Approach; *Legislators; *Political Candidates; *Political Science; Role Playing; *Simulation; Social Studies; *State Officials; Voting
IDENTIFIERS- *California; Political Analysis

In this lesson plan, students are assigned a member of the California Assembly to research and a political faction to represent. Students examine representative bills voted on by the California Assembly to determine if their member's voting record coincides with the views of their political faction. Ultimately, students must decide whether, and how, to target their Assembly member as friend or foe. Students are provided with background information, detailed instructions, and online resources. The teacher's notes describe the unit's purpose, explain the application of history/social science standards, suggest teaching strategies, and provide sample political faction descriptions, a representation of the political spectrum, a voting record worksheet, and an activity questionnaire. (BT)

ED 457 069

SO 031 571

O'Connor, Bob

Advising the President: A Simulated Cabinet Meeting. Grade 12 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Federal Government; Grade 12; High Schools; Interdisciplinary Approach; *Political Science; *Presidents of the United States; Role Playing; *Simulation; Social Studies; United States Government (Course)

IDENTIFIERS- *Adviser Role

In this lesson plan, students role play members of the Cabinet of the President of the United States. Cabinet members must define and defend their highest priority programs for the coming fiscal year. Students must identify a pressing current issue before their particular Cabinet department and prepare an action plan, with possible alternative courses, that can meet budget constraints. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose and suggest teaching strategies. (BT)

ED 457 070

SO 031 572

Mac Donald, David R.; Karayan, Michael S.

El Nino Election. Grade 12 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; *City Government; *Elections; Emergency Programs; Grade 12; High Schools; Interdisciplinary Approach; *Local Issues; *Political Campaigns; Political Issues; Political Science; Role Playing; *Simulation; Social Studies

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(955) Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 11; High Schools; *Social Studies; *Student
Evaluation; Teacher Role; Test Manuals; *Testing
IDENTIFIERS- *Missouri Assessment Program

The Social Studies Missouri Assessment Program (MAP) was designed to be administered in three sessions, two of which use items specifically developed for Missouri from Missouri teachers and one of which uses selected portions of the nationally normed Terra Nova Test, developed by CTB/McGraw-Hill. Anchor papers for constructed-response items were selected from Missouri student item responses by CTB/McGraw-Hill staff with input from a group of Missouri teachers. The anchor papers represent typical responses earning the different points possible as established by the scoring guides. This booklet consists of an introduction; suggestions for teachers to help students do well on the social studies MAP; five released items--three selected-response (i.e., multiple choice), one constructed-response, and one performance event--from the social studies MAP test given in the spring of 2000 to Missouri's eleventh grade students; a scoring key for the selected-response items (which consist of individual questions, each of which is followed by four response options, one of which is the correct answer, or key); and scoring guides and anchor papers for the two constructed-response items (which require students to develop brief, appropriate responses to the questions asked). (BT)

ED 457 091

SO 032 962

Bernache-Baker, Barbara
Whose Values? Reflections of a New England Prep School Teacher: A
Study of Values and the American Independent School.

PUB DATE- 01

NOTE- 215p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art
Materials (070)

DESCRIPTORS- Athletics; Extracurricular Activities; *Private
Schools; Questionnaires; Religion; *School Culture; Secondary
Education; *Sexuality; *Student Attitudes; *Student Behavior;
*Values; Values Education

IDENTIFIERS- Character Education; Teaching Perspectives; Values
Research

The research reported in this book was conducted at college preparatory schools claiming to play a major role in shaping the values of those who attend them. The area of human sexuality is studied to determine if significant differences exist between the values-based attitudes and behavior of students who had attended prep schools and their public school counterparts. For those unfamiliar with the college preparatory world, Chapters 1, 2, and 3 provide a brief overview of these institutions from a historical, administrative, and faculty-staff perspective. Next are chapters on religion and athletics, two areas of prep school life that reveal much about the schools' self images and values systems. Values are also a central part of the chapters that follow in the book dealing with sexuality, quite possibly the most value-laden of all activities in Western cultures, and the way those values extend to perceptions of gender and sexual preference differences. The book ends with the author/educator's own personal reflections on her research in the light of many years of prep school teaching. Chapter titles are: (1) "The Prep School in Historical Perspective"; (2) "Prep School Administration"; (3)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (855)
DESCRIPTORS- Art Education; *Art Expression; Childrens Art;
*Creative Development; *Creative Expression; *Creativity;
*Talent Development; Visual Arts
IDENTIFIERS- Artistic Evaluation

This book is intended as a guide for parents, teachers, and others interested in developing creative art talent in young people. The book is based on the following assumptions: (1) being able to recognize and knowing how to identify creative individuals with special talent in art, guidance can be given to maximize the achievement of their potential; (2) understanding creative imagination as process and skill will provide tools to talented individuals for their development in art; (3) mental images constitute the earliest information source prior to their symbolization in one language form or another; (4) visual art has its own language, derived first from mental imagery, and the artist learns and uses the language of art in productive expression; (5) individuals can be taught to use creative imagination to process all kinds of information and its art language-imagery correlates to produce original works; and (6) feedback in terms of appraisal of student art is essential to foster and guide developing talent. Chapters in the book are: (1) "The Creatively Gifted"; (2) "Measuring Creative Process"; (3) "Discovering Creative and Talented Individuals"; (4) "Art and Creative Imagination"; (5) "Related Dimensions of Creative Imagination"; (6) "Imagery as Language of Discovery"; (7) "Art Composition as Design"; (8) "Creative Thinking and Problem Solving Applied to Art"; (9) "Art Processed by Other Creative Imagination Techniques"; (10) "Instructional Application in Art"; (11) "Producing Art Using Creative Imagination"; (12) "Analogy-Metaphor Making Art"; (13) "The Magic of Color"; and (14) "Evaluating Student Artwork." (Contains numerous references.) (BT)

ED 457 112

SO 033 007

Bragaw, Don, Ed.
Technology and Global Education.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Educational Technology.

PUB DATE- 01

NOTE- 10p.; Theme issue. Developed under contract between iEARN, Inc., and the Office of Educational Technology (OET).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Environmental Education; *Global Education; Internet; Literacy; Social Studies; *Telecommunications

IDENTIFIERS- *Technology Integration

This edition of "Issues in Global Education" is devoted to the topic of technology and global education. This newsletter begins with an article describing the role that global telecommunications projects can play in the classroom. It is followed by a project highlight, describing one teacher's pedagogical use of technology to advance her students' literacy skills and understandings of environmental science. The newsletter includes tips on how to integrate technology into the classroom. Also included are brief descriptions of global tele-collaborative projects in various curriculum areas and a listing of organizations that support teachers engaging in cross-cultural online project work. (BT)

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Action Research; Beginning Teacher Induction;
*College School Cooperation; Curriculum Development; Elementary
Secondary Education; Governance; Higher Education;
*Partnerships in Education; Preservice Teacher Education;
Program Effectiveness; Program Evaluation; Student Recruitment
IDENTIFIERS- North Carolina

This monograph presents second-year progress reports on the University-School Teacher Education Partnerships underway at 15 locations across North Carolina. Each report presents 1998-99 highlights, an overview of the partnership, second-year goals, key components, implementation strategies, outcomes, lessons learned, and future directions. Overall, the structures of governance have been established and refined in all partnerships, even if not to everyone's satisfaction. Partnerships have generally emphasized improving and extending clinical experiences. Action research and experimentation are prominent in the partnerships. Several partnerships have given major attention to recruitment and selection of candidates for teaching, especially minorities. Programs to support the induction of beginning teachers are underway in several partnerships. The involvement of arts and science faculty in partnerships has been slow to develop, because of tradition and the absence of policy and resources to delegate teacher education responsibilities to arts and sciences professors. Most partnership activity is in elementary schools. Innovation in curriculum and instruction is less prevalent in partnership schools than in schools of education. Measurement of results has begun in six areas (e.g., partnerships as a total operation, teachers prepared in partnerships, and student learning in partnership schools). (SM)

ED 457 131

SP 040 208

Prieto, Loreto R., Ed.; Meyers, Steven A., Ed.
The Teaching Assistant Training Handbook: How To Prepare TAs for
Their Responsibilities.

PUB DATE- 01

NOTE- 207p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Cultural Awareness; Diversity (Student); Ethics;
Feedback; Gender Issues; *Graduate Students; Higher Education;
Microteaching; Orientation; Professional Training; Program
Development; Program Effectiveness; Supervision; *Teaching
Assistants; Teaching Methods; Videotape Recordings

This book is designed for college faculty, staff, and administrators who train and supervise teaching assistants (TAs). It presents a collection of papers with information on designing, implementing, and improving TA training programs. Section 1, "The Training and Preparation of Graduate Teaching Assistants," includes: (1) "Conceptualizing and Promoting Effective TA Training" (Steven A. Meyers); (2) "Departmental Orientation Programs for Teaching Assistants" (Sandra Goss Lucas); (3) "Teaching in the University Setting: A Course for Teaching Assistants" (Louise Mainline); (4) "Making the First Time a Good Time: Microteaching for New Teaching Assistants" (Christina Maslach, Lauren Silver, Nnamdi Pole, and Emily J. Ozer); (5) "The Use of Videotape Feedback in GTA Training" (Steven Prentice-Dunn and Shane Pitts); and (6) "The Supervision of Teaching Assistants: Theory, Evidence and Practice" (Loreto R. Prieto). Section 2, "Professional Issues

*Educational Change; Elementary Education; Elementary School Students; Elementary School Teachers; *Poverty; Principals; *Scores; *Standardized Tests; State Standards; Student Evaluation; Teacher Attitudes

IDENTIFIERS- *Reform Efforts

This study examined elementary teachers' perspectives about key aspects of standard-based education reform. Using survey data from teachers in schools of varying poverty and student achievement levels, the study explored beliefs about elements of standards-based reform and perceptions of principals' emphases on instruction and test scores. Teachers believed that using scores to guide teaching helped student learning in mathematics and language arts. However, they did not feel that externally mandated state and district tests were useful in diagnosing student learning needs. Over half of the teachers did not feel that the state accountability test accurately measured student learning. They believed that emphasis on the state test had led to narrower curriculum and less time spent on content areas not directly tested. Teachers in poorer schools were significantly more positive about the use of test results to improve student learning than were teachers in less impoverished schools. They were also more likely to provide additional learning time for non-proficient students in mathematics and language arts. In extremely impoverished schools, teachers reported significantly more learning time for non-proficient students in mathematics. Charts, tables, and data are appended. (Contains 59 references.) (SM)

ED 457 151

SP 040 255

Harlin, Rebecca P.
Developing Reflection and Teaching through Peer Coaching.
PUB DATE- 00
NOTE- 10p.; Theme issue.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Feedback; Higher Education; Mentors; Preservice Teacher Education; *Reflective Teaching; *Student Teacher Attitudes; Student Teachers; Student Teaching; Teacher Collaboration

IDENTIFIERS- *Peer Coaching

This newsletter highlights the development of reflection and teaching skills in preservice teachers via peer coaching. Peer coaching in preservice programs can serve as an induction program, while with experienced teachers it can serve as professional development. Research suggests that peer coaching contributes to the development of effective teachers. Preservice peer coaching can occur in two ways--either coaching by experts or reciprocal coaching. In reciprocal coaching, two student teachers are randomly paired in their field setting and take turns coaching and being coached. Peer coaching can also be conducted during the earlier stages of the professional development course sequence by emphasizing one set of strategies and incorporating peer coaching experiences designed on a smaller scale. The context for the teaching and coaching episodes is usually limited to individual children or small groups. One school of education's experience showed that learning reciprocal peer coaching during the course successfully promoted student teachers' reflection, improved their questioning techniques, and enhanced their enthusiasm and attention to students. It afforded them an opportunity to match their behaviors to the desired behaviors and to receive non-evaluative feedback as needed. They also developed

Ayala, Carlos Cusumtamo; Shavelson, Richard; Ayala, Mary Ann
On the Cognitive Interpretation of Performance Assessment Scores.

CSE Technical Report 546.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *High School Students; High Schools; Knowledge
Level; *Performance Based Assessment; Protocol Analysis;
Science Teachers; *Science Tests; Spatial Ability; *Thinking
Skills

IDENTIFIERS- Expert Novice Paradigm

This study explored some aspects of reasoning needed to complete science performance assessments, i.e., students' hands-on investigations scored for the scientific justifiability of the findings. The reasoning demands of science performance assessments were studied focusing on three dimensions identified from a previous analysis of data from the National Education Longitudinal Survey of 1988: basic knowledge and reasoning, spatial mechanical reasoning, and quantitative science reasoning. In this pilot study, six subjects (three science teacher experts and three high school physics student novices) were asked to think aloud while they completed one of three science performance assessments. The assessments were chosen because their tasks appeared to elicit differences in reasoning across these three dimensions. Comparisons were then made across the performance assessments and across expertise levels. The talk-alouds provided evidence of the three reasoning dimensions consistent with the nominal analysis of the performance assessment tasks. Experts were more likely to use scientific reasoning in addressing the tasks, while novices verbalized more "doing something" and "monitoring" statements. An appendix contains a chart of performance assessment and reasoning dimensions. (Contains 9 tables, 7 figures, and 19 references.) (Author/SLD)

Boyden-Knudsen, Teresa

The Effects of Analytic Corrections and Revisions on College

Composition Students in a Portfolio Assessment Setting.

PUB DATE- 01

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; English (Second Language);
Feedback; Grading; Limited English Speaking; Performance Based
Assessment; *Portfolio Assessment; Questionnaires; Student
Surveys; *Two Year College Students; Two Year Colleges;
*Writing (Composition); Writing Evaluation

The purpose of this study was to investigate the effects of analytic corrections and revisions on college composition students working in a portfolio assessment setting. Subjects were 19 community college students enrolled in a transfer-level

and indoctrination for the teachers and their schools, they proved to be valuable tools for individualizing the learning process and in documenting student progress over time. Portfolios did give a better understanding of student progress than tests did. Fifty-six attachments contain supplemental information, including student and parent surveys about portfolio use. (Contains 2 tables, 40 figures, and 61 references.) (Author/SLD)

ED 457 190

TM 033 287

Gaon, Felicia

A Study of Oral and Written Expression Abilities of Adolescents with Learning Disabilities.

PUB DATE- 01

NOTE- 17p.; Master of Arts Thesis, Yonkers College.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Adolescents; *Expressive Language; *High School Students; *High Schools; *Learning Disabilities; *Nontraditional Education; *Oral Language; *Writing (Composition)

This study investigated the oral and written expression of 16 learning disabled students in a special education alternative high school. Students were offered two prompts: one written, one verbal. Written and oral responses were scored according to a rubric similar to that used for the New York State High School English Regents Examination. Participants in this study seemed to have an easier time generating words in the oral format, but the quality of oral responses was not always better. In general, students performed poorly in both oral and written formats. In some cases there was a noticeable difference in the quality of the responses, and these were considered to be students who should be allowed to exhibit their knowledge in alternative formats. The weakness in written and oral skills of these students calls into question the communication skills students are being taught in special education. Rubric is appended. (Contains 13 references.) (SLD)

ED 457 191

TM 033 288

Malowitzky, Miriam

Investigation of the Effectiveness of the Mediation Portion of Two Subtests of the Application of Cognitive Functions Scale, a Dynamic Assessment Procedure for Young Children.

PUB DATE- 01

NOTE- 35p.; Master of Arts Thesis, Yonkers College.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Cognitive Processes; *Intervention; *Memory;

*Student Evaluation; *Visual Perception; *Young Children

IDENTIFIERS- *Dynamic Assessment

This study contributes to the research on the Application of Cognitive Functions Scale (ACFS) (G. Lidz and R. Jepsen, 2001), a new dynamic assessment approach for young children. Dynamic assessment is an assessment tool that follows a test-intervention-retest model, using the teaching as part of the assessment. The ACFS assesses the child's ability to apply cognitive functions to tasks that represent the learning processes necessary for school achievement. This study investigated the effects of mediation on the Pattern Sequencing subtest and the Visual Memory subtest of the ACFS. Participants were 30 preschool children aged 3 to 5 years. All were of

Tellez, Kip

The Legend of the Qualitative/Quantitative Dualism: Implications for Research in Technology and Teacher Education.

PUB DATE- 01

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Educational Research; *Educational Technology; Intellectual Disciplines; *Qualitative Research; *Teacher Education

IDENTIFIERS- *Mathematical Thinking; *Philosophical Dualism

The discipline of teacher education and technology is poised to leave poor research behind and to remove the false wall between qualitative and quantitative methods of describing, predicting, and controlling education. The arguments used by Dewey early in the century against the dualisms of his day are still powerful and have a bearing on the qualitative/quantitative dualism (QOD). Dewey insisted that the world does not exist in a binary mode. Modern theorists who argue for the primacy of quantitative data over qualitative data have made a mistake made by Kant more than 300 years ago, that of the distinction between analytic and synthetic truths. Quantitative researchers may argue that numbers bring the researcher closer to the truth than qualitative inquiry, but quantitative research actually depends on a very few ambiguous words to describe its findings. Much of educational research is tied to the QOD, but there is no reason that those working in teacher education and technology research must subscribe to previous categories. Alternative vocabularies can be created to help preservice teachers engage in their own research questions that result in their own stories and their self-descriptions of what they hope to become as teachers. The vocabularies created by the QOD limit researchers' and teachers' ways of discovery. (Contains 10 references.) (SLD)

ED 457 210

TM 033 300

Joireman, Jeff; Abbott, Martin L.

The Relationships between the Iowa Test of Basic Skills and the Washington Assessment of Student Learning in the State of Washington. Technical Report.

PUB DATE- 01

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Achievement Tests; Comparative Analysis; Elementary Secondary Education; Mathematics; Reading; State Programs; Test Content; *Test Results; Testing Programs

IDENTIFIERS- *Iowa Tests of Basic Skills; *Washington Assessment of Student Learning

This report examines the overlap between student test results on the Iowa Test of Basic Skills (ITBS) and the Washington Assessment of Student Learning (WASL). The two tests were compared and contrasted in terms of content and measurement philosophy, and analyses studied the statistical relationship between the ITBS and the WASL. The ITBS assesses a student's level of achievement within the four broad domains of reading, mathematics, language, and vocabulary. The WASL assesses a student's level of achievement within the four broad domains of reading, mathematics, writing, and listening. The statistical analyses, which considered whether the mathematics and reading

in public institutions was 5.8% higher than the average salary for all faculty in all major fields. The average salary increase was 1.0% per year for public institutions and 6.8% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 728

HE 034 288

Howe, Richard D.

Salary-Trend Study of Faculty in Area, Ethnic, and Cultural Studies for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 2lp.; For the 1996-97 and 1999-2000 salary-trend study for area, ethnic, and cultural studies, see ED 442 366. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Area Studies; *College Faculty; Comparative Analysis; *Cultural Education; *Ethnic Studies; Higher Education; Intellectual Disciplines; Private Colleges; Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for the faculty in Area, Ethnic, and Cultural Studies at 66 public and 40 private institutions with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$58,672 for 431 faculty in public institutions was approximately 3.5% higher than the average salary for all faculty in all major fields. The average salary increase was 0.4% per year for public institutions and 2.1% per year for private institutions below the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 729

HE 034 289

Howe, Richard D.

Salary-Trend Study of Faculty in Biology, General for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 2lp.; For the 1996-97 and 1999-2000 salary-trend study of faculty salaries in general biology, see ED 477 367. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 747

HE 034 307

Howe, Richard D.

Salary-Trend Study of Faculty in Enterprise Management and Operation for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in enterprise management and operation, see ED 442 385. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Managerial Occupations; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer

Price Index; Enterprise; Management Science

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Enterprise Management and Operation at 14 public and 14 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$66,198 for 84 faculty in public institutions was approximately 16.7% higher than the average salary for all faculty in all major fields. The average salary increase was 1.7% per year for public institutions and 0.1% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 748

HE 034 308

Howe, Richard D.

Salary-Trend Study of Faculty in Fine Arts and Art Studies for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in fine arts and art studies, see ED 442 386. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Art Education; *College Faculty; Comparative Analysis; *Fine Arts; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

(Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- Classification of Instructional Programs; Consumer
Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Physical Therapy faculty in 41 public and 47 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$57,936 for 255 of faculty in public institutions was approximately 2.2% higher than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 0.8% lower than that for all faculty. The average salary increase was 1.2% per year above the cost-of-living for public institutions and 0.4% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 766

HE 034 326

Howe, Richard D.
Salary-Trend Study of Faculty in Physics for the Years 1997-98
and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of physics faculty for 1996-97 and 1999-2000, see ED 442 404. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Physics; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Physics faculty at 252 public and 268 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$63,325 for 2,058 faculty in public institutions was

June 3-6, 2001). Colored figures may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Graduates; College Preparation; Educational Attainment; Higher Education; Socioeconomic Status; Transfer Students

IDENTIFIERS- High School and Beyond (NCES)

Data from the High School and Beyond Study were used to study the pathways taken by members of the High School Class of 1982 to a college degree. The class of 1982 followed nine different pathways to a 4-year degree, paths formed by a combination of academic resources secured in high school and the first type of postsecondary institution attended. The pathway most likely to lead to 4-year degree is one defined by acquiring high academic resources in high school and entering a 4-year institution on high school completion. Those who followed this path had a 77% chance to graduate within 11 years. Most students of high socioeconomic status followed this pathway, and they with a 81% graduation rate. Most students of the lowest socioeconomic status studied journeyed on a pathway defined by moderate academic resources and first enrollment in a 2-year institution. Only 3.3% of these students earned a 4-year degree. Forty percent of the class of 1982 first entered a community college, and 29% of them transferred to a 4-year institution within 11 years. By 1993, 35% of the members of the High School Class of 1982 had obtained at least a bachelor's degree. Degree completion was affected most by socioeconomic status, academic resources, degree aspirations, enrollment patterns, taking college courses in mathematics and sciences, financial aid, and having children while attending college. (Contains 14 figures, 15 tables, and 131 references.) (SLD)

ED 456 785

HE 034 345

Harrington, Charles; Schibik, Timothy

Caveat Emptor: Is There a Relationship between Part-Time Faculty Utilization and Student Learning Outcomes and Retention? AIR 2001 Annual Forum Paper.

PUB DATE- 01

NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Persistence; Higher Education; Outcomes of Education; Part Time Faculty; School Holding Power

The relationship between the use of part-time faculty and student retention was studied at a comprehensive Midwestern university. Of particular interest was the degree to which first-time full-time freshmen were exposed to part-time faculty and whether there are ways to determine if faculty status, defined as part-time versus full-time, have a discernible impact on student retention and student learning outcomes. Data were available for 7,174 students, entering freshmen from fall 1997 through fall 2001. Between 73.1% and 80.9% of all first-time freshmen had at least 75% of their first semester coursework taught by part-time faculty, and between 6.9% and 12.9% had their entire course load taught by part-time faculty. Overall, first-time freshmen took an average 48% of their coursework from part-time

subject access and indexing theory, genre analysis and the agency of documents in the ordering of knowledge, new applications of universal classification systems in electronic environments, and automated classification. The following papers are included: (1) "Wittgenstein and Indexing Theory" (Jack Andersen and Frank Sejer Christensen); (2) "Relevance Auras: Macro Patterns and Micro Scatter" (Terrence A. Brooks); (3) "Implicit Orders: Documentary Genres and Organizational Practice" (Elisabeth Davenport); (4) "A Universal Classification System Going through Changes" (Victoria Francu); (5) "Nontraditional Indexing Structures for the Management of Electronic Resources" (Elin K. Jacob and Uta Priss); (6) "Cultural Discourses of Classification: Indigenous Alternatives to the Tradition of Aristotle, Durkheim, and Foucault" (Hope A. Olson); (7) "Combining Machine Learning and Hierarchical Indexing Structures for Text Categorization" (Miguel E. Ruiz and Padmini Srinivasan); and (8) "Local Practice and the Growth of Knowledge: Decisions in Subject Access to Digitized Images" (Judith Heedman). (Each paper contains references. Includes an index.) (MES)

ED 456 806

IR 020 840

Horton, Forest Woody, Ed.; Kadeo, Sarah T., Ed.
Preliminary Assessment of the Proposed Closure of the National Technical Information Service (NTIS): A Report to the President and the Congress.

PUB DATE- 00

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feeability (142)

DESCRIPTORS- Federal Government; *Information Services;

Institutional Evaluation; *Public Agencies

IDENTIFIERS- *National Technical Information Service

This document reports on an NCLIS (National Commission on Libraries and Information Science) study of the proposal to close NTIS (National Technical Information Service) and shift its paper, microfiche, digital archives, and bibliographic database to the Library of Congress. The report documents the results of research, interviews, public meetings, government meetings, and other fact and opinion gathering efforts, and spells out specific findings, conclusions, and the following recommendations: (1) NTIS be retained for the balance of FY (Fiscal Year) 2000 and extending into FY 2001, in order to give NCLIS enough time to study the pros/cons and costs/benefits of feasible alternatives; (2) the Department of Commerce be allowed to utilize its budget request to keep NTIS operational for the remainder of FY 2000 at a satisfactory level of staffing and service instead of using those funds to further downsize and close the agency; (3) Congress should authorize an appropriation of 5 million dollars for FY 2001 to sustain NTIS at a necessary satisfactory level of service and allow NCLIS to complete its in-depth analysis; and (4) the final decision on how best to deal with the NTIS situation should not be made exclusively on the ground of preventing NTIS from falling into a deficit because of a requirement that operating costs be recovered primarily through the collection of fees. Several attachments support the findings. (MES)

ED 456 807

IR 020 842

State of Texas Master Plan for Educational Technology, 2000-2003.
PUB DATE- 01

2001 provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news items. Top stories include: Slobodan Milosevic prepares to go before the U.N. war crimes tribunal, and the Bush administration plans to open up the Gulf of Mexico to offshore oil drilling (July 2-3); President Bush celebrates Independence Day in Philadelphia, and President Bush nominates Robert Mueller as the new director of the FBI (July 5-6); Beijing waits for a decision on its bid to host the 2008 Olympics, lawmakers and educators debate an increase in special education funding, a new survey examines the patterns and issues behind Internet usage, a scientific first in stem cell research ignites controversy, and the shuttle Atlantis is on its way to rendezvous with the International Space Station (July 9-13); Beijing will host the 2008 Summer Olympics, the U.S. considers granting amnesty to illegal Mexican immigrants, the search for Chandra Levy continues, a shark attack victim cautions the public about shark attacks, and as the Bonn Climate Conference convenes, all eyes are on the delegates from Japan (July 16-20); leaders of the U.S. and Russia emerge from the G8 Summit with an announcement on arms reduction, Indonesia experiences another change in leadership, President Bush meets U.S. troops in Kosovo, the spread of West Nile virus has U.S. health officials concerned, and the number of West Nile virus cases in the U.S. may be on the rise (July 23-27); and researchers are on an ersatz expedition of Devon Island to learn how to explore Mars (July 30). (AEF)

ED 456 825

IR 020 881

Sharif, Ahmad Mohamad; San, Kong Maw

The Invention Curriculum: A Malaysian Experience. Innodata

Monographs 11.

PUB DATE- 01

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Design; Curriculum Development; Foreign Countries; Instructional Design; *Instructional Innovation; Inventions; Learning Activities; Secondary Education

IDENTIFIERS- *Malaysia

This monograph describes a Malaysian innovation, the Invention Curriculum, or "Reka Cipta." This technology-based subject, which is multidisciplinary in approach, was introduced as an elective subject in 14 upper secondary schools in Malaysia in 1995 and has now been implemented in over 200 schools across the country. The objective of the innovation is for students to create a product which combines novelty and commercial value, in this way developing skills of creativity and problem-solving. The curriculum seeks to promote the practical application of abstract ideas and knowledge using up-to-date and appropriate technologies. In addition to innovation, it stresses knowledge and skills in marketing, intellectual property, and documenting of inventive processes and results. Since its inception, and in spite of its challenges for many teachers, the project has experienced growing success, with nearly 100% pass rates each year and over one-third of students achieving distinctions in the year 2000. The project falls in line with Malaysia's thrust towards advanced scientific and technological development through the fostering of expertise and innovation. The current practices of developing, implementing and monitoring the Invention Curriculum are

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Libraries; Higher Education; Information Management; *Library Administration; *Library Collection Development; Library Collections; *Library Policy; Mission Statements; Organizational Development; Policy Formation

IDENTIFIERS- *Jacksonville State University AL

In 1991, the staff of the Houston Cole Library (Jacksonville State University, Alabama) published its first formal "Collection Management and Development Policy." This was used as a guide in conducting a complete assessment of the Library's collections. This second edition is a revision of the 1991 publication. The first section is an introduction that includes the following information: purpose of the policy statement and audience; general description of the institution and clientele served; mission statement and goals of the collection management and development program; Library's official stance on intellectual freedom, censorship, and copyright issues; brief overview of the collection; organization of the collection management and development program; budget structure; relationship to policies and programs for management of collections; cooperative collection development agreements; and policies related to equipment purchase and technical support for on-site and remote electronic files and texts. The second section reports the general collection management and development policy, discussing policies on all categories of acquisitions/materials and all related library functions, and including selection criteria and criteria for de-selection/replacement. The next section, and larger part of the document, consists of a series of narrative statements describing the Library's collections for the following subject areas: Agriculture; the Alabama Gallery; American Literature; Art; Audio-Visual; Auxiliary Sciences of History; Biology; Chemistry; Commerce and Business Administration; Communication; Criminal Justice; Drama; Education; Emergency Management; English Literature; Environmental Sciences; Family and Consumer Sciences; General Works; Geography and Anthropology; Geology; Government Documents; Health, Physical Education, and Recreation; History; Languages and Related Literatures; Law; Library Science and Bibliography; Mathematical, Computing, and Information Sciences; Military Science; Music; Nursing; Philosophy, Ethics and Religion; Physics and Engineering; Political Science and Public Administration; Psychology; Sociology and Social Work; Technology; and Western European Literatures. Included in appendices are a list of definitions of collection level indicators, collection assessment tools, standing orders, and electronic databases. Includes an index. (AEF)

ED 456 844

IR 058 192

Sources of Custom-Produced Books: Braille, Audio Recordings, and Large Print.

PUB DATE- 01

NOTE- 107p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Audiotape Recordings; *Books; Braille; Individual Needs; *Information Sources; Large Type Materials; Reading Materials; Talking Books; Visual Impairments; Volunteers

IDENTIFIERS- National Library Service for the Blind;

to an access model. Since libraries cannot purchase digital materials outright, they must rent the access, and negotiate user terms comparable to the user and library exemptions in the copyright law. Historically, libraries have preserved materials for the use of current and future generations. A major problem now is libraries that license digital materials may not have the contractual right to preserve materials. Copyright aggregators, those industries that hold the rights to scores of copyrighted works, parlayed a major victory in the Digital Millennium Copyright Act with the inclusion of a new chapter to copyright law, called Copyright Protection and Management Systems (Chapter 12). If, according to Chapter 12, users must get permission prior to accessing and using a digital work, fair use is impossible without breaking the law. Congress included a provision in the chapter, however, to allow for the technological protection provision to be studied every 3 years in order to evaluate negative impacts on fair use. Libraries remain committed to a balanced copyright law because without it, copyright cannot meet its primary objective, "to advance the progress of Science and the useful arts" for the benefit of the public. (AEF)

ED 456 863

IR 050 325

Mardis, Marola

Uncovering the Hidden Web, Part I: Finding What the Search Engines Don't. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.; For part II, see IR 050 326.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071); Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Access to Information; Databases; *Information Retrieval; Information Sources; *Online Searching; *Search Strategies; *World Wide Web

IDENTIFIERS- Search Engines

Currently, the World Wide Web contains an estimated 7.4 million sites (OCLC, 2001). Yet even the most experienced searcher, using the most robust search engines, can access only about 16% of these pages (Dahn, 2001). The other 84% of the publicly available information on the Web is referred to as the "hidden," "invisible," or "deep" Web. This digest provides tips on augmenting traditional search techniques with knowledge of the hidden Web, helping readers to access some of the Web's most valuable content. The hidden Web contains current news articles, image collections from museums, and specialized databases full of discipline specific research and reports, U.S. Census information, and so on. Tools to access more of the Web are nascent, but they are growing. The first step to accessing the hidden Web is much like that of other search processes: use familiar and reliable resources. Although directories offer limitations as primary search tools, directory categories often contain hidden Web databases. Also, professional journals and magazines provide a wealth of current knowledge. In addition, Web-based and desktop solutions are available to access the hidden Web. Web-based gateways, collections, and desktop tools point to specialized databases. These tools are most effective when a few of them are used regularly and integrated into an overall search strategy. Six helpful sites are described as possible solutions. (Contains 11

322 students. The sample was found to be representative of the MSJC student population as a whole. Student characteristics were also examined, such as age and employment status, in terms of influence on students' preference for an alternative calendar. Results indicate that 48% of students preferred a 16-6-16-6 calendar, while 39% preferred the current calendar; 13% were undecided. The study also found that the majority of students surveyed (73%) worked at least 20 hours per week, and 50% reported the presence of at least one dependent in the household. Continuing students made up 67% of the sample, and 58% of the students surveyed planned to earn a two-year degree and transfer. The report includes figures showing schedule preference by: (1) gender; (2) age; and (3) weekly working hours. Table 3 shows calendar preferences according to gender, and frequencies within gender according to marital status, child-care needs, student status, and transfer plans. (Survey is appended.) (HB)

ED 456 883

JC 010 614

Nock, Maryam M.; Shultz, Christopher
Hot Programs at Community Colleges. AACC Research Brief.

PUB DATE- 01

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Allied Health Occupations Education; Associate Degrees; *College Programs; *Community Colleges; Computers; *Education Work Relationship; *Educational Objectives; *Employment Opportunities; Employment Potential; Skilled Occupations; *Surveys; Two Year Colleges

The American Association of Community Colleges (AACC) periodically conducts a survey of community colleges to identify "hot" programs, defined as programs from which students are hired immediately upon graduation. Survey findings include the following: (1) reported starting salaries for hot program graduates increased by 21% between 1997 and 2000; (2) 75% of students in the credit hot programs identified in the survey are enrolled in either computer technology or allied health; (3) dental hygiene has the highest reported salary increase, with a 32% jump since 1997; (4) 65% of respondents offering training for information technology (IT) vendor certification offer the training on a for-credit basis; (5) 9% of new credit courses/programs were added in response to a demand for workers in skilled trades such as construction, welding, and carpentry; and (6) the Bureau of Labor Statistics projects that between 1998 and 2008, jobs requiring an associate degree will increase by 31%, the largest percentage increase among all educational levels. The top five credit fields of study, by percentage of all hot programs and percentage of hot program students served, are: (1) computer technologies; (2) allied health; (3) skilled trades; (4) engineering; and (5) business. Appended are Hot Credit Programs by Field of Study and Hot Noncredit Programs by Field of Study Statistics. (Contains 11 tables.) (HB)

ED 456 884

JC 010 615

Transfer and Articulation Policies. EC5 StateNotes: Transfer and Articulation.

PUB DATE- 01

NOTE- 41p.

LANGUAGE- English

determine the price of high quality care and education, based on the cost of reaching and maintaining standards of excellence minus the public and private sector support obtained to subsidize those costs. The Early Care and Education Need Analysis Methodology (ECE Methodology) is designed for use in conjunction with a community-based financial aid office within the context of a coordinated finance system. The report describes the basis of the ECE Methodology and describes how the formula is used, including measuring income, identifying allowances against income, and identifying assets and allowances against assets. Assessment rates are discussed as well as the issue of expected family contributions families have with multiple children in early care and education programs. The report discusses the importance of conducting annual need analyses to have current eligibility information and the use of professional judgment. Also discussed are development of a financial aid application form and the importance of periodic revision and updating of the methodology. The report concludes by noting that the ECE Methodology draws on both the federal and higher education institutional models currently used in higher education, relying on the strengths of each. The report's five appendices include computation tables, data sources and calculations for 2000-2001, a methodology worksheet, and a draft financial aid application form. (KB)

ED 456 902

PS 029 733

Lansdown, Gerison
Independent Institutions: Protecting Children's Rights. Innocenti
Digest 8.

PUB DATE- 01

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Children; *Childrens Rights; Developed Nations;

Developing Nations; Foreign Countries; National Organizations;
*Ombudsmen; *Organizations (Groups)

IDENTIFIERS- Norway; Program Characteristics; Sweden; United
Nations Convention on Rights of the Child

Human rights institutions for children play a crucial role in informing children, governments, and the public about children's rights, how those rights can be enforced, and why they are important. This digest discusses the development of human rights institutions for children and the impact of the Convention on the Rights of the Child; it details the aims and functioning of independent human rights institutions for children, describes the essential characteristics of these institutions, and discusses the type of institution needed to protect the rights of children. The digest also presents a rationale for an independent human rights institution for children, considering the institution's aims, already-existing institutions, and available support for establishing human rights institutions. A body of arguments to challenge objections to human rights institutions for children is presented, as well as information on the evaluation of the ombudsman positions in Norway and Sweden. The digest concludes with a list of independent, statutory national or regional institutions with a broad mandate to promote, protect, and monitor the implementation of children's rights. Information for most of the 33 organizations meeting these criteria include the organization's name and contact information, date of establishment, constitutional base, and the organization's

Chapter 2 details the steps involved in planning a market rate survey. Chapter 3 discusses steps involved in conducting the survey. Part 2 of the report focuses on establishing rate policies and includes discussion of setting subsidy rates, adjusting subsidy rates to ensure access and improve quality, methods for determining special needs rates, tiered quality rating strategies, supplemental rate-setting methods, payment policies and procedures, eligibility determination, absence policies, special fees, communication and training, and alternative financing strategies. The report concludes by asserting that market rate surveys are a valuable tool to achieve the program goal of ensuring that eligible parents have equal access to a full range of high-quality child care options. (Contains 14 references.) (KB)

ED 456 920

PS 029 763

Shook, Lisa; Daugherty, Jane
Rate Setting Policies: Ensuring Access and Improving Quality.
Issues Meeting Proceedings (Washington, D.C., November 28-29, 2000).

SPONS. AGENCY- Administration on Children, Youth, and Families
(DHHS), Washington, DC. Child Care Bureau.

PUB DATE- 01

NOTE- 157p.; For related document on rate setting policies, see
PS 029 762.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Abstracts; Conference Proceedings; *Day Care; Early
Childhood Education; Evaluation Methods; *Fees; Financial
Support; *Marketing; *Policy; *Surveys

IDENTIFIERS- *Child Care Costs; Day Care Quality; Market
Research; Marketing Strategies

In November 2000, the Child Care Bureau, Administration for
Children and Families, U.S. Department of Health and Human
Services, convened an Issues Meeting focused on Rate-Setting
Policies: Ensuring Access and Improving Quality. The meeting
brought together state child care administrators and others for
discussions on conducting effective market rate surveys, tiered
reimbursement and special needs rates, and interpreting survey
data to develop rate policies, reimbursement rates and parent
fees, and other innovative subsidy strategies. This report
provides an overview of each presentation conducted during the
issues meeting. The overviews are organized in the following
areas: (1) using market rate surveys to develop rate policies;
(2) the survey sample; (3) the survey instrument; (4) using
market rate surveys to collect additional data; (5) ensuring
accurate data: the role of the provider; (6) cost studies; (7)
interpreting and using survey data to develop rate policies;
(8) tiered reimbursement and rates for special needs, school-
age care, and informal care; and (9) relationship between
rates, parent fees, and other innovative strategies. Four
appendices include the agenda, presenter list, participant
list, presenter handout list, and sample of state surveys. (KB)

ED 456 921

PS 029 764

Delch, Sharon; Bryant, Erika; Wright, Elisabeth
Using CCDF To Finance Out-of-School Time and Community School
Initiatives. Strategy Brief. Volume 2, Number 1.

PUB DATE- 01

NOTE- 16p.

LANGUAGE- English

and motivation. The book concludes by asserting that children are prepared to talk with adults when they feel that they are treated with respect and are being taken seriously, and that opportunities for authentic self-expression during childhood and youth can prevent problems during adulthood. The book's two appendices list characteristics of conversations based on children's age and provide a checklist for conducting interviews with children. (Contains 89 references.) (KB)

ED 456 940

PS 029 798

Stevens, Mitchell L.
Kingdom of Children: Culture and Controversy in the Homeschooling Movement. Princeton Studies in Cultural Sociology.

PUB DATE- 01

NOTE- 238p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Children; *Cultural Influences; Curriculum; Educational Change; Educational Innovation; Elementary Secondary Education; Ethnography; *Home Schooling; Interviews; Leaders; Mothers; *Nontraditional Education; Organizational Change; Organizational Development; Organizations (Groups); Parent Attitudes; *Parents; *Parents as Teachers; Politics; Sociology; Values

IDENTIFIERS- *Social Movements

As common as the accomplishments of students who have been home schooled is public speculation about the quality and value of at-home education. This sociological study, focusing on home schooling as a social movement, provides an account of a novel education movement and provides analysis of the relationship between cultural context and a social movement's form and message. Based on ethnographic research conducted throughout the 1990s relying heavily on in-depth interviews with home-schooling parents from a variety of backgrounds in the Chicago area and an examination of 18 national home-schooling organizations, the book describes how the home-schooling movement is essentially two movements, reflecting both the liberal alternative school movement of the 1960s and 1970s and the Christian day school movement of the same era. Chapter 1 of the book introduces the home-school world and describes the nature and limitation of the inquiry. Chapter 2 examines home-schooling literature and samples of home-school curricula, providing a sense of home schoolers' varied pedagogical approaches. The chapter also highlights parents' talk about the hows and whys of home schooling and sketches the relationship between home-school pedagogy and home schoolers' broader world views. Chapter 3 assesses the scope of the work home schooling requires and the different ways in which mothers make sense of that work. Chapter 4 describes how home schoolers have worked to assemble themselves into a national constituency and examines the subtle ways in which different organizational sensibilities have had lasting consequences for the shape of the movement. Chapter 5 addresses how home schoolers go about their politics, recounting a watershed event on Capitol Hill that betrayed and solidified home schoolers' organizational divisions, and offers an explanation for why individual leaders have had such success in their endeavors. Chapter 6 considers what home schoolers teach about the nature of American childhood. Notes for each chapter conclude the book. (KB)

of the continuous failure, with regard to nomads, of the universal project of education. Instead, education programs appear to oppose nomadic culture at all levels--from principles and goals to evaluation. As a universal project, education has had a very broad goal of the fulfillment of all individuals as human beings and a very narrow view of educational structure and content. With regard to education of nomads, this literature review suggests that such attitude should be reversed to a broader view and focused goals. Policies should expand the view from statistics and the classroom to education as a broad phenomenon. Education for nomads should be flexible, multifaceted, and focused enough to target specific structural problems such as social and economic marginalization, lack of political representation, or coping and interacting successfully with the challenges of globalization. Sections of this literature review cover the educational rationale (education as basic need and right, education for development and integration); practical problems and solutions (mobility, remoteness, poverty, sparse population, distance education, staff, motivation, language); cultural problems (conservatism, ignorance, child labor, cultural alienation, education of girls, parent choice, relevance); impact and outcomes of education; a Mongolia case study; and key issues for future policy. (Contains 194 references.) (TD)

ED 456 958

RC 023 146

Evans, Susan D.

Creating Moral Citizens: Answers from the Ancient, Non-Western World.

PUB DATE- 00

NOTE- 9p.; Paper presented at the Annual Conference of the Association for Moral Education (Glasgow, Scotland, July 7-11, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Education; Ancient History; Community Role; Educational History; *Educational Needs; Ethical Instruction; Foreign Countries; *Moral Values; *Nonformal Education; Teacher Student Relationship; *Values Education

IDENTIFIERS- *Character Education; *India

A review of educational systems in ancient India and traditional Native America reveals that these cultures went beyond superficial, conventional, or rule-based morality and trained thoughtful, principled wisdom. Common characteristics that may have contributed to training character and creating moral citizens include: a strong sense of community; a communal choice to genuinely value morality; a sense of direct, lifelong accountability to one's teacher, family, and society; the maintenance of high standards in education, character, and citizenship; consistency between moral teaching and behavior by teachers, parents, and community; and the consideration of morality as a universal element of instruction, integral to every domain of the curriculum and life. Since the modern Western world is failing to train moral citizens, perhaps we could incorporate one or more of the characteristics of ancient systems. Some possible routes include mobilizing parents to demand character training in schools; training teachers to teach and model morality; selecting teachers based in part on

organizational structure of instructional materials, the extent to which the materials emphasize active learning and provide culturally appropriate student experiences, the extent to which the materials support recommended teaching methods and educational strategies, the materials' use of multiple means of assessment, and how all components of the materials work together to produce high quality student experiences. A glossary of terms and 20 resources for additional information are included. (SV)

ED 456 976

RC 023 173

Educating Urban Indians: A Summit for the Future (Milwaukee, Wisconsin, March 10, 2000).

PUB DATE- 88

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *American Indian Education; *Cultural Maintenance; *Education Work Relationship; *Educational Change; Educational Strategies; Elementary Secondary Education; School Community Relationship; *School Effectiveness; *Urban American Indians; Urban Education

IDENTIFIERS- *Systemic Change

A March 2000 education summit brought together educators, parents, and community leaders to discuss key issues in the education of American Indian and Alaska Native students who attend school in urban areas. This summary report provides an overview of the main points discussed in a keynote address and four panel discussions. The keynote address by Pierce Hammond, Director of the Office of Reform Assistance and Dissemination, U.S. Department of Education, outlined goals and principles of systemic educational reform; key characteristics and elements of systemic reform; and tensions and balances related to top-down versus bottom-up forces, depth versus breadth, process versus product, and long-term versus immediate needs and strategies. He also pointed out that education is a moral enterprise and presented a list of eight lessons related to the change process. The panel discussions focused on: (1) key ingredients of successful schools (research findings, parent and community involvement, dropout prevention); (2) linking education to tomorrow's jobs (entrepreneurship, apprenticeship programs, job training); (3) cultural preservation (language maintenance, involvement of elders in schools, need for cultural standards and infusion of Indian culture into state standards); and (4) the state of urban Indian education (educational needs, research needs). (Contains 19 references, information on the Indian Community School of Milwaukee, contact information for speakers, and a list of conference participants.) (SV)

ED 456 977

RC 023 175

Connections to Our Earth: Exploring Maine's Natural Resources.

Leader's Guide. 4-H Earth Connections.

PUB DATE- 95

NOTE- 44p.; Accompanying activity cards not available from ERIC.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Ecology; *Environmental Education; *Experiential

This paper describes the pilot project for a model of automatically generated customizable World Wide Web (WWW) sites for on-campus classes at the Graduate Department of Production and Systems Engineering, Federal University of Santa Catarina, Brazil. This project is being integrated into the department's STELA system, the first Brazilian Java and databank-based university administration system. The WWW classroom sites component facilitates teaching and learning via improved access to internal and external resources; and improved student/student and student/teacher communication and collaboration. The purpose of this project is to incorporate the use of the learning networks into the present classroom with the goal of familiarizing both students and teachers with the use and advantages of information technologies, ultimately helping users to be better prepared to enter the production engineering workforce of today. Technical aspects of the system are described, and ideas for interface and hypermedia teaching/learning environments are discussed. (Author)

ED 456 995

SE 864 806

Sediva, Galina; Koslova, Monika
Facilitating Students' Autonomy.
PUB DATE- 99

NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Ostrava, Prague, Czech Republic, August 18-14, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Higher Education; *Learning Strategies; *Personal Autonomy; *Second Language Learning; Teaching Methods

The paper focuses on facilitating students' autonomy. Though the main observed difference in the classroom often seems to be the student's level of language knowledge, this may have its roots in other reasons besides ability (previous teaching, motivation, etc.). Therefore, learners have not only different cultural and social backgrounds but also different learning styles and learning preferences. In a large heterogeneous class, one of the ways to facilitate students' autonomy is to give them a chance to become more responsible and independent. (Author/Auk)

ED 456 996

SE 864 950

de Campos, Reinaldo Calixto; Grinberg, Patricia; Garcia, Ivan; Parise, Jose Alberto; da Silveira, Marcos Azevedo; Dumont, Ney
Self-Image and Expectations of First Year Engineering Students in a Brazilian University.

PUB DATE- 98

NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Taipei, Taiwan, August 14-16, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Chemistry; *Engineering Education; Foreign Countries; Higher Education; *Program Evaluation

IDENTIFIERS- *Brazil

This paper is an attempt to comprehend, in a more objective way, the students undertaking the second semester at the Technical and Scientific Center from the Pontifical Catholic University

the students. During the last decade, the teaching of students in first year biology at the University of Sydney has changed from a teacher-centered focus to a student-centered focus and part of the strategy has been to create a Virtual Learning Environment (VLE) on the Web to encourage independence and increased flexibility of access. The paper shows how the learning experiences of these students have been influenced by a change in teaching philosophy and how this change has stimulated the development of a learning environment which offers both individual learning experiences and opportunities to work together. (Contains 19 references.) (Author/YDS)

ED 457 023

SE 065 186

Tytler, Russell; Sharples, Brian; Tsiastias, Sophie
Effective Science Teaching and a Strategy for Its Implementation.

PUB DATE- 01

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Educational Change; Elementary Secondary Education;

Foreign Countries; Learning Processes; *Science Curriculum;

*Science Instruction; *Teacher Effectiveness

IDENTIFIERS- Australia (Victoria)

Is the way being lost in teaching science? Many primary schools do not have a well developed culture of science teaching and learning, there is a declining interest in science over the years 7 to 10, and there are proportionally fewer students continuing onto science in the senior years. In response to these concerns, the Victorian Department of Education, Employment and Training (DEET) established a major initiative, the Science in Schools (SIS) Research Project, to enhance and invigorate science teaching and learning. During 2000 and 2001 the project team has worked with teachers in primary and secondary schools across Victoria to introduce new initiatives into their science programs. Central to the project are the SIS Components, a framework that describes effective science teaching, and the SIS Strategy, a process by which schools implement change. This paper outlines the SIS Components and Strategy and describes some of the findings that have emerged from the project. (Contains 25 references.) (NH)

ED 457 024

SE 065 187

Plaasing, Kays; Fernandez, Anne
Virtual Experiences and the NSW Stage 6 Science Syllabuses.

PUB DATE- 01

NOTE- 6p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (58th, Sydney, New South Wales, Australia, July 8-13, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Computer Software; *Educational Technology; *Field Trips; Foreign Countries; Higher Education; Science Education; *Virtual Reality; World Wide Web

IDENTIFIERS- Australia (New South Wales)

Educational software simulations provide a powerful tool for educators, offering an opportunity for learners to experience situations that are otherwise unavailable because they are too dangerous, too expensive, too long in duration, or removed from

"Making Sense of It All: Transforming Political Theory into Educational Policy." Each chapter includes notes. Contains an extensive bibliography. (BT)

ED 457 046

SO 031 482

Epstein, Debbie, Ed.; Elwood, Jannette, Ed.; Hey, Valerie, Ed.;

Haw, Janet, Ed.

Falling Boys? Issues in Gender and Achievement.

PUB DATE- 98

NOTE- 192p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Academic Achievement; Academic Standards; Educational Research; Elementary Secondary Education; Foreign Countries; Gender Issues; Learning Processes; Males; Sex Differences

IDENTIFIERS- United Kingdom

Issues surrounding boys' "underachievement" have been at the center of public debate about education and the raising of standards in recent years. Media and political responses to the "problem of boys" have tended to be simplistic, partial, and one more to quick fixes than investigation and research. This book provides a detailed, nuanced case study of the issues in the United Kingdom, which will be of international relevance, as the moral panic is a globalized one, taking place in diverse countries. The book is divided into four parts: (1) "Boys' Underachievement in Context"; (2) "Different Constructions of the Debate and Its Undercurrents"; (3) "Boys, Which Boys?"; and (4) "Curriculum, Assessment and the Debate." Papers grouped under Part 1 are: (1) "Schoolboy Frictions: Feminism and 'Falling' Boys" (D. Epstein, J. Elwood, V. Hey, and J. Haw); and (2) "'A Habit of Healthy Idleness': Boys' Underachievement in Historical Perspective" (M. Cohen). Studies grouped under Part 2 are: (3) "Girls Will Be Girls and Boys Will Be First" (P. Mahony); "'Zero Tolerance': Gender Performance and School Failure" (L. R. Reed); (5) "Breaking out of the Binary Trap: Boys' Underachievement, Schooling and Gender Relations" (D. Jackson); and (6) "Real Boys Don't Work: 'Underachievement,' Masculinity, and the Harassment of 'Sissies'" (D. Epstein). Studies grouped under Part 3 are: (7) "Loose Canons: Exploding the Myth of the 'Black Macho' Lad" (T. Sewell); and (8) "Boys' Underachievement, Special Needs Practices and Questions of Equity" (V. Hey, D. Leonard, M. Daniels, and M. Smith). Studies grouped under Part 4 are: (9) "Language and Gender: Who, If Anyone, Is Disadvantaged by What?" (J. Swann); and (10) "Gendered Learning outside and inside School: Influences on Achievement" (P. Murphy and J. Elwood). (BT)

ED 457 047

SO 031 487

Miles, Georgetown Wilbur

Paris Peace Conference: Writing a Treaty To End World War I.

Grade 10/11 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; European History; Foreign

IDENTIFIERS- *El Nino (Ocean Current); Press Secretaries

In this lesson plan, the city of Malibu (CA) is at the mercy of the weather phenomenon El Nino. The press secretary for the Mayor of Malibu recognizes an opportunity to turn this potential natural disaster into a re-election campaign. A task force will be assembled to protect the lives and property of the community. Students role play members of the task force, including City Manager, President of the Chamber of Commerce, leader of the Citizens Patrol team, and the Mayor's press secretary. Students research El Nino, forecast possible disaster scenarios, and provide recommendations for effectively responding to these scenarios. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the application of history/social science standards, and suggest teaching strategies. (BT)

ED 457 071

SO 031 575

Gallard, Michael

The Future of Affirmative Action. Grade 11 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; *Affirmative Action; *Civil Rights; Essays; *Federal Programs; *Government Role; Grade 11; High Schools; Interdisciplinary Approach; Organizational Communication; *Persuasive Discourse; *Role Playing; Social Studies

IDENTIFIERS- Executive Order 11673; *Oral Presentations

Executive Order 11673 was introduced in June 1965 by President Lyndon B. Johnson in a speech at Howard University. This order began the first of the federal government's affirmative action programs. Since that time, these programs have become a major topic among not only government officials at all levels of government but the general population of the United States. In this lesson plan, students represent particular interest groups before a Senate subcommittee charged to determine the future of federal affirmative action programs. Some of the groups represented will be the American Indian Movement, National Association for the Advancement of Colored People, United Farm Workers, Christian Coalition, National Organization for Women, Eagle Forum, Republican Party, and Democratic Party. Noting that some of these groups will be in favor of affirmative action and some will be against it, the lesson states that each student's role will be to represent the position of the organization he/she is assigned and to prepare a presentation (and an essay) that has the evidence necessary to convince the subcommittee which course of action to pursue. Students are provided with background information, detailed instructions, and online resources. The teacher's notes describe the unit's purpose, explain the application of history/social science standards, and suggest teaching strategies. (Contains a transcript of the Lyndon B. Johnson speech.) (BT)

ED 457 072

SO 031 577

O'Connor, Robert

"Prep School Faculty and Staff"; (4) "Religion and Values"; (5) "Athletics and Values"; (6) "Sex, Values, and the Prep School Faculty"; (7) "Sex, Values, and the Prep School Students"; (8) "Homosexuality and Values"; (9) "Gender and Values"; and (10) "Sex, Education, and Values: Some Reflections." Appendices contain a list of the schools in the study and information on research methods and findings (with one table). (Contains 53 references.) (BT)

ED 457 092

SO 032 963

Blackburn, Lynne Michel; Flock, Kathy; McNaney, Wendy; Hewett, Linda
When You Were Born...Connecting the Past and Present by Building a Model Community.

PUB DATE- 99

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Community Characteristics; *Curriculum Development; Curriculum Enrichment; Elementary Education; Grade 2; Grade 6; Heritage Education; Middle Schools; *Social History; Social Studies; *Student Participation; *Student Research; Teacher Developed Materials

IDENTIFIERS- *Graphic Organizers; Model Development

This instructional unit was built upon the idea that most of the children from a second and a sixth grade classroom already had some knowledge about the social history of their community in Loveland, Colorado. The teachers implementing the unit helped these students make connections between the past and present and thereby develop an understanding of time and chronological relationship in Loveland history. Research for the unit began by having the second and the sixth grade class complete a chart that helped students verbalize what they believed life was like "long ago," "close to now," and "now." The chart addresses the social history of Loveland and includes transportation, communication, and social relations. Students were read historical books about Loveland and, working with primary sources including photography, were encouraged to make connections in their drawings and writings as they examined artifacts, took a walking tour of the area, and participated in a community day with guest speakers. As a culminating activity, students built three model communities of Loveland (long ago, close to now, and now) and discussed the models in small groups. This document describes the unit, contains an example of the social history chart, and provides instructions for the 10-lesson unit. (BT)

ED 457 093

SO 032 966

Waller, Kay E.; Howe-Ford, Nancy
Geographic Alliance of Iowa. Lesson Plans.

PUB DATE- 00

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Enrichment; Elementary Secondary Education; *Geography; *Geography Instruction; Higher Education; Social Studies

IDENTIFIERS- Geographic Literacy

ED 457 113

SO 033 008

Quigley, Charles
Global Trends in Civic Education.

PUB DATE- 00

NOTE- 12p.; Paper presented at the Seminar for the Needs for New
Indonesian Civic Education (Bandung, Indonesia, March 29, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Citizenship Education; *Democracy; Developing
Nations; Foreign Countries; Global Approach; International
Cooperation; Program Development; Program Implementation

IDENTIFIERS- *Indonesia; *International Trends

This speech transcript addresses five questions about global
trends in civic education for democracy: (1) What is happening
in civic education throughout the world? (2) What are common
strengths and weaknesses in civic education? (3) Does civic
education work? (4) What policies should guide the development
and implementation of civic education programs and what indices
should be used to determine how well civic education is
established? and (5) What is the value of international
cooperation and exchanges in the development and implementation
of civic education programs? (BT)

ED 457 114

SO 033 011

Singer, Alan, Ed.
Social Science Docket, 2000-2001.

PUB DATE- 01

NOTE- 150p.; Published twice a year. Supported by Hofstra
University School of Education and Allied Human Services.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Civil Rights; Class Activities; Elementary Secondary
Education; Higher Education; Learning Activities; *Slavery;
Social Science Research; *Social Sciences; Standards; Thematic
Approach

IDENTIFIERS- Abolitionism; *Historical Background; New Jersey;
New York

A joint publication of the New York and New Jersey State Councils
for the Social Studies, "Social Science Docket" presents K-12
teachers with resources covering the social science
disciplines, including history, economics, political science,
sociology, geography, anthropology, and psychology. Each issue
includes theme-related and non-themed articles; lesson plans;
learning activities; book, movie, and museum reviews; and
organization, Web site, and print listings. Regular features
include teaching with historic places, document-based
instruction, local history, using oral history, and addressing
controversial issues. Contents of Volume 1 Number 1 include:
"Shared History--The Separation of New Jersey and New York";
"Social Studies Standards"; "The Meaning of Freedom in the
Modern World" (A. Singer); "Special Section: Great Irish Famine
Curriculum" ("Addressing Controversial Historical Issues
through the Study of the Great Irish Famine" (M. Murphy, M.
McC. Miletta, A. Singer); "Visiting Ireland Today" (J. Y.
Singer, A. Singer); "Great Irish Famine Museum" (R. Gaslione,
L. Costello); "Traditional Irish Crafts"; "Malthus, Classical
Political Economy, and the Causes of the Great Famine" (L.
Frehmen); "Check It Out--Building with Books" (C. A. Groke);

in Teaching Assistant Training," includes (7) "Ethical Dilemmas Confronting Graduate Teaching Assistants" (Patricia Keith-Spiegel and Bernard E. Whitley, Jr.); (8) "Gender Conscious Teaching for Graduate Teaching Assistants" (Heldi S. Fenoll); (9) "Preparing for Diversity in College Teaching" (Pamela Trotman Reid, Linwood J. Lewis, and Roseanne Flores); and (10) "Annotated Readings and Bibliographic Outline of Resources on College Teaching" (Julie Feldman and Richard Coughlan). (Chapters contain references.) (SM)

ED 457 132

SP 040 209

Barachach, Nancy; Hassien, Robin
Creating a Professional Development School. Fastback 480.
PUB DATE- 01

NOTE- 48p.; Sponsored by the Phi Delta Kappa International
Mississippi, Illinois Chapter.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (855)

DESCRIPTORS- Academic Standards; *College School Cooperation; Elementary Secondary Education; Faculty Development; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Program Development; Public Schools; Teacher Collaboration

This booklet discusses the development of Professional Development Schools (PDSs), which are functioning public schools where school and university personnel collaborate to create exemplary learning environments capable of transforming both teacher preparation and pre-K-12 schooling. Benefits of PDSs include opportunities for school teachers and college faculty to share information and ideas and for school teachers to participate as partners in education research. Barriers to creating PDSs include developing shared visions, dealing with the two very different institutional cultures, and defining participant roles and responsibilities. Each PDS should have four main goals (providing exemplary education for pre-K-12 student development and learning, preservice education for new teachers and school personnel, professional development for teachers and faculty, and applied study of practices to improve instruction). The National Council for Accreditation of Teacher Education has developed standards for identifying and supporting high quality PDSs. The standards include three stages of PDS development: pre-threshold, threshold, and quality attainment. Developing a PDS involves: assessing institutional practices; gaining support from the institution; developing the initial idea; finding interested participants; creating a shared vision; getting to know one another; determining who decides what and how; assessing progress; surviving the first year; and looking ahead. (Contains 53 resources.) (SM)

ED 457 133

SP 040 210

McHugh, Sheila J.
The Successful Substitute Teacher. Fastback 475.
SPONS. AGENCY- Phi Delta Kappa, Fort Lauderdale, FL. Broward County Chapter.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English

communication skills for giving and receiving feedback.
(Contains 16 references.) (SM)

ED 457 152

SP 040 256

Marlin, Rebecca P.; Murray, Rosemary
Limitations and Possibilities: Effects of a "Dose of Reality" on
Preservice Teachers' Perspectives.

PUB DATE- 01

NOTE- 9p.; Theme issue.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Administrator Characteristics; Elementary Secondary

Education; *Field Experience Programs; Higher Education;

Institutional Characteristics; Preservice Teacher Education;

Principals; *Student Teacher Attitudes; Student Teachers;

Suburban Schools; Teacher Characteristics; Urban Schools

This newsletter describes one college of education's experiences in selecting field placement sites for preservice teachers, examining the possibilities and limitations students faced when sent to suburban versus urban schools. Site selection criteria included school characteristics (size and grade levels, neighborhood, library and computer facilities, and community involvement); principal characteristics (leadership style and ability, discipline and facility management, and community relations); teacher characteristics (degrees held, inservice training, and role in decision making); and student characteristics (class size, composition by race and socioeconomic status, academic achievement, and role in learning). Though student teachers assigned to suburban and urban schools were very similar at the beginning of the semester, by the end they were qualitatively different in their views of literacy teaching and learning. Urban school limitations included negative teacher attitudes, whole group lecture instruction, and limited student involvement. Teachers were isolated from other professionals and had decisions made for them. Teachers' attitudes affected student learning. Suburban school characteristics included use of authentic assessment, comfort with peer coaching strategies and feedback, and belief that children were active learners. Preservice teachers at suburban schools saw teachers as colleagues and decision makers and learned that the teacher's role is to model and facilitate learning. (SM)

ED 457 153

SP 040 257

Senders, Linda R.
Reducing Student Anxiety in Research Methods.

PUB DATE- 01

NOTE- 10p.; Theme issue.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Anxiety; Educational Research; Elementary Secondary

Education; Graduate Students; Graduate Study; Higher Education;

Methods Courses; Preservice Teacher Education; Research

Methodology; *Research Skills; *Student Research; Teacher

Student Relationships

Graduate students enrolling in research methods courses frequently experience significant anxiety. An effective instructor can lessen anxiety and alleviate frustration by using both personal interaction and course activities. This newsletter describes ways to reduce anxiety and help students

class in composition. Three of these students were from the English as a Second Language/immigrant/refugee population. Students were assigned in-class and at-home essays and mid-term and final portfolio assessments. Data were the in-class essay grades, the at-home essay grades, the final portfolio assessment, and a survey students completed at the end of the quarter. Seventeen of the 19 students passed the final portfolio evaluation and the class. Many students noted that the constant analytic grading helped them become better writers, but others wrote about their concerns in not understanding all of their errors, of finding some instructor inconsistency in grading, and of not liking the grading system. Results indicate that the analytic corrections helped students prepare for the mid-term and final evaluations by unknown instructors, even though some students did not understand the corrections fully. An attachment contains the student survey responses. (BLD)

ED 457 172

TM 033 262

Anzai, Shinobu; Paik, Chie Matsuzawa

The Development and Validity Investigation of a Classroom Communication Apprehension Scale for Japanese High School Students.

PUB DATE- 00

NOTE- 27p.; In: National Association of African American Studies & National Association of Hispanic and Latino Studies: 2000 Literature Monograph Series. Proceedings (International Association of Asian Studies Section) (Houston, TX, February 21-26, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anxiety; *Communication (Thought Transfer); *Construct Validity; Foreign Countries; *High School Students; High Schools; *Student Attitudes; Test Format; Translation

IDENTIFIERS- Confirmatory Factor Analysis; Exploratory Factor Analysis; *Japan

The purpose of this study was to examine the construct validity of a classroom communication apprehension scale. Subjects were 196 high school students in Japan. The original English version of a classroom communication apprehension scale (M. A. Neer, 1987) consisted of 20 items representing 2 hypothesized dimensions of classroom communication apprehension: confidence and participation. The Japanese translation of the scale was comprised of the same items representing the same two dimensions. The internal consistency reliability for each of the two subscales was 0.81 and 0.82 respectively. Exploratory factor analysis using a principal axis factoring method with an oblique (promax) rotation extracted 4 factors with eigenvalues greater than 1.0, collectively accounting for 61% of the total variance. Results of confirmatory factor analyses provide little support for the factor structures of both the a priori two-factor model and a four-factor model. The study concludes that for the sample of high school students in this study the Japanese version of the classroom communication apprehension scale is a multidimensional construct. However, results provide little support for the presence of the two hypothesized dimensions. The findings of the study suggest the needs for redefinition of the dimensions of classroom communication apprehension. (Contains 3 tables and 19 references.) (Author/BLD)

Jewish backgrounds, and more than half came from families in which at least one parent had a Master's degree. Children were divided into control and experimental groups, with those in the experimental group receiving the intervention portion of the dynamic assessment. Results document the lack of practice effects for these participants. There were virtually no significant gains from pretest to posttest for the children not receiving mediation. The only group demonstrating a significant gain was the mediated group in its performance on the Pattern Completion subtest. The lack of significant gains on the Visual Memory subtest may be related to the fact that the study used children with typical development. Pretest scores were high, and posttest scores were close to the ceiling for the measure. Study results do suggest that the ACFB is a tool a school psychologist could use to make accurate assessments and productive educational plans. (Contains 30 references and 4 tables.) (SLD)

ED 457 192

TM 033 289

Lambert, Richard G.; Flowers, Claudia
A Procedure for Testing the Difference between Effect Sizes.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English
FORS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Effect Size; Monte Carlo Methods; Pretests Posttests; Simulation
IDENTIFIERS- Type I Errors

A special case of the homogeneity of effect size test, as applied to pairwise comparisons of standardized mean differences, was evaluated. Procedures for comparing pairs of pretest to posttest effect sizes, as well as pairs of treatment versus control group effect sizes, were examined. Monte Carlo simulation was used to generate Type I error rates and power values for tests of the differences in independent effect sizes based on both the "g" and "d" methods. Type I error rate was evaluated by crossing 6 sample size conditions (5, 10, 20, 30, 50, and 100) by 5 population effect size conditions (0.00, 0.25, 0.50, 0.75, and 1.00). Power was evaluated by crossing the 6 sample size conditions by 4 conditions representing the magnitude of the difference between treatment and control conditions (0.25, 0.50, 0.75, and 1.00). The "d" based statistic yielded Type I error rates closer to the nominal level than did the "g" based statistic while yielding a slightly more conservative method for testing the difference between two effect size measures. Examples are provided that illustrate the use of these procedures as post hoc comparison techniques following factorial analysis of variance designs. (Contains 6 tables and 30 references.) (Author/SLD)

ED 457 193

TM 033 290

Page, Marilyn; Simpson, Marilyn; Melloy, Patty
Seashore Teacher Professional Certification Pilot: The Clash of a Developmental Model of Teacher Performance Assessment with a High Stakes Testing Environment and the Impact of That Clash on Novice Teachers.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the American

subtests of both tests would form two distinct factors or a single underlying factor, were based on individual student-level data for 45,601 students who were given the ITBS in grade 3 in 1999 and grade 4 in 2000. The ITBS and WASL are similar yet different in content and measurement philosophy. In general, students who score high on one test will score high on the other. But the scores on the ITBS and the WASL are not perfectly related, and in some cases, are only weakly related. Results also suggest that the reading and mathematics subtests are more clearly distinguishable on the WASL than on the ITBS. It seems likely that a factor analysis on the individual items would yield a much cleaner distinction between reading and mathematics on both tests. (SLD)

ED 457 211

TM 033 309

Bashem, Vicki; Lunenburg, Fred C.
Usefulness of the College Student Inventory as a Needs Assessment Tool in Community Colleges.

PUB DATE- 01

NOTE- 37p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Houston, TX, August 9, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Academic Persistence; College Students; Community Colleges; Enrollment; Needs Assessment; School Holding Power; Test Use; Two Year Colleges

This study assessed the usefulness of the College Student Inventory (CSI) (M. Strait, 1998) as a needs assessment tool in community colleges by determining which, if any, of the 19 scales of the CSI distinguish enrollment status and academic success in students attending community colleges. A total sample of 1,368 students at 8 community colleges completed the CSI. Significant differences were found for: (1) 2 of the 19 scales; (2) persisters and nonpersisters on the Academic Assistance scale; and (3) academically successful students and academically unsuccessful students on the Career Counseling scale. These two scales contribute to the CSI general category, Receptivity to Support Services, and may help identify students at risk of leaving college. The paper also discusses the implications of these findings for the development of practices that make retention an outcome rather than a goal. (Contains 27 references.) (SLD)

ED 457 212

TM 033 310

Kullinne, Pamela Hodges; Cothran, Donetta; Regualos, Ray
Development of an Instrument To Measure Students' Views of Classroom Management.

PUB DATE- 01

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; Classroom Techniques; Content Validity; High School Students; High Schools; Higher Education; Learning; Middle School Students; Middle Schools; Physical Education; Reliability; Scores; Student Attitudes;

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biological Sciences; *Biology; *College Faculty;
Comparative Analysis; Higher Education; Intellectual
Disciplines; *Private Colleges; *Public Colleges; Statistical
Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- Classification of Instructional Programs; Consumer
Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Biology, General, at 263 public and 372 private institutions in 2000-2001, with comparable numbers in 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$56,249 for 4,211 of faculty in public institutions was 0.8% lower than the average salary for all faculty in all major fields. The average salary increase was 0.2% per year for public institutions and 1.0% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 730

HE 034 290

Howe, Richard D.

Salary-Trend Study of Faculty in Business Administration and Management for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in business administration and management, see ED 442 358. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Business Administration; Business Administration Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; Managerial Occupations; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Business Administration and Management at 232 public and 297 private institutions, with comparable numbers in the earlier year studied. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Fine Arts and Art Studies at 246 public and 291 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$52,145 for 2,870 faculty in public institutions was 8.8% lower than the average salary for all faculty in all major fields. The average salary increase was 0.4% per year for public institutions and 1.3% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 749

HE 034 309

Howe, Richard D.
Salary-Trend Study of Faculty in Foreign Languages and Literatures for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in foreign languages and literatures, see ED 442 387.

For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Second Language Instruction; Second Languages; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Foreign Languages and Literatures at 245 public and 292 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$49,514 for 2,457 faculty in public institutions was 14.5% lower than the average salary for all faculty in all major fields. The average salary

11.7% higher than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 14.8% higher than that for all faculty. The average salary increase was 0.6% per year above the cost-of-living for public institutions and 2.4% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 767 HE 034 327

Howe, Richard D.
Salary-Trend Study of Faculty in Political Science and Government for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of political science and government faculty for 1996-97 and 1999-2000, see ED 442 405.

For other salary-trend studies for 1997-98 and 2000-01, see HE 034 263-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Government (Administrative Body); Higher Education; Intellectual Disciplines; *Political Science; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Political Science and Government faculty at 255 public and 279 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$57,011 for 2,151 of faculty in public institutions was approximately 0.5% higher than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 4.8% lower than that for all faculty. The average salary increase was 0.9% per year above the cost-of-living for public institutions and 1.6% each year below the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 768 HE 034 328

Howe, Richard D.
Salary-Trend Study of Faculty in Psychology, General for the Years 1997-98 and 2000-01.

SPONS. AGENCY- College and Univ. Personnel Association, Washington, DC.

faculty, while 40% of undergraduates as a whole were taught by part-time faculty. The analysis shows that students who were retained into the spring semester took a lower proportion of coursework from part-time faculty than did the overall first-time cohort. Implications from these preliminary findings suggest that institutions should give more thoughtful consideration to where part-time faculty are used and the potential effects of such use on students during the freshman year. (Contains 1 figure, 6 tables, and 39 references.) (SLD)

ED 456 786

HE 034 346

Porter, Stephen R.; Umbach, Paul D.
What Works Best? Collecting Alumni Data with Multiple Technologies. AIR 2001 Annual Forum Paper.

PUB DATE- 01

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alumni; Data Collection; *Graduate Surveys; Higher Education; *Questionnaires; *Research Methodology; *Response Rates (Questionnaires); *World Wide Web

Alumni surveys were sent to one-year alumni from a large, public research university to determine the survey format that resulted in the best response rates and the least response bias. Surveys differed in whether they were check-box or machine-scannable (optical mark recognition, or OMR) and in whether it was possible to use a Web site to complete the survey or just the paper form. Surveys were sent to 4,952 bachelor's degree recipients in four groups: (1) OMR with a Web option; (2) OMR with no Web option; (3) check-box with a Web option; and (4) check-box with no Web option. The final sample size was 4,524. Overall, 33.9% of the alumni responded over 3 months, with the group receiving the check-box plus Web option having the highest response rate (35.7%), followed by the check-box with no Web option (35.7%), the OMR with Web option (33.0%), and finally the OMR with no Web option (32.3%). Only 2% overall actually responded over the Internet. Optically machine-readable forms tended to suppress the response rates. Nonresponse bias for subgroups did not appear to be a problem, but there was some evidence of possible negative response bias in question answers, with respondents receiving the check box tended to give more negative answers than respondents receiving an OMR survey. (Contains 1 figure, 5 tables, and 16 references.) (SLD)

ED 456 787

HE 034 347

LeFauve, Linda M.
The Place of the Web in College Choice: Information or Persuasion? AIR 2001 Annual Forum Paper.

PUB DATE- 01

NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Choice; Decision Making; *High School

NOTE- 126p.; For a related tool for planning and assessing school technology and readiness, see IR 020 843. Developed by the Education Technology Coordinating Council.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Standards; *Agency Cooperation; Computer Uses in Education; Educational Objectives; *Educational Planning; *Educational Technology; Elementary Secondary Education; Higher Education; Public Agencies; Statewide Planning; *Teacher Competencies; Teacher Education; *Technology Planning

IDENTIFIERS- *Technology Implementation; Texas

This document presents the Texas master plan for educational technology developed by the Education Technology Coordinating Council (ETCC). An executive summary lists ETCC goals and recommendations. The first section of this report provides an overview of educational technology in Texas, including: background; the charge, implementation, guiding principles, and mission of the ETCC; expected benefits of and guidelines for successful collaborative efforts; and challenges in collaboration. The second section presents description, definitions, level of impact, lead agency, participating agencies, objectives, limitations, and date of implementation for each of the eight ETCC goals. The third section summarizes implementation strategies for achieving statewide collaboration on educational technology, consisting of 12 recommendations. The fourth section describes initiatives of several agencies involved with planning and implementing educational technology in Texas. The fifth section is a glossary of terms. The sixth section is an annotated bibliography of 31 titles to assist in understanding and applying research-based findings and identifying best practices in the applications of technology to improve learning. Appendices include: the Texas Education Agency (TEA) Rider 74 (i.e., the ETCC charge); proposed revisions to TEA Rider 74; the ETCC mission and charter statement; the ETCC membership roster; and State Board for Educator Certification (SBECE) technology application standards. (MES)

ED 456 808

IR 020 843

Texas STaR Chart: A Tool for Planning and Assessing School Technology and Readiness Aligned with the Texas Long-Range Plan for Technology. Educational Technology Advisory Committee.

PUB DATE- 01

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Computer Uses in Education; *Educational Planning; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; School Districts; *Statewide Planning; Teacher Education; Technological Advancement; *Technology Planning

IDENTIFIERS- Texas

This document presents the Texas STaR (School Technology and Readiness) Chart, designed to help school districts determine their progress toward meeting the goals of the Texas Long-Range Plan for Technology. The chart provides indicators for four

related. Detailed descriptions of curriculum evaluation and follow-up activities are provided. The paper also highlights findings of case studies conducted in two schools. (Contains 20 references.) (AEF)

ED 456 826

IR 020 883

Tech Plan Update Electronic Forms Preview.

PUB DATE- 01

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Benchmarking; *Computer Uses in Education;

Educational Equipment; *Educational Planning; Educational Resources; *Educational Technology; Elementary Secondary Education; School Districts; Technology Integration

IDENTIFIERS- Massachusetts

This packet of "Tech Plan Update" Preview forms is provided by the Massachusetts Department of Education for planning purposes for the July 1, 2000 to June 30, 2001 fiscal year, prior to submitting "Tech Plan Update" electronic forms online. The first section, Local Technology Plan Data Collection Form, is divided by benchmarks, as follows: Benchmark Standard 1: Commitment to a Clear Vision and Mission Statement; Benchmark Standard 2: Access; Benchmark Standard 3: Connectivity; Benchmark Standard 4: Technical Support, Technology Curriculum Integration, Professional Development, and Acceptable Use Policy; Benchmark Standard 5: The District Is Maintaining Accurate Data the Meet State IMS Standards; and Benchmark Standard 6: Access to the Internet Outside the School Day. As part of this first section, instructions are provided for filling out the "Technology Expenditures" worksheet, with detailed descriptions for each section, column, and row of the expenditures table. Other sections of the packet include: District Central Administrative Office Technology Profile and Individual School Technology Profile. (AEF)

ED 456 827

IR 020 884

EdTech 2000.

PUB DATE- 01

NOTE- 66p.; Prepared by the Instructional Technology Group:

Connie Louie, Janet Hadingham, and Balba Ozols.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; Access to Computers; Benchmarking; *Computer Uses in Education; Educational Development; *Educational Objectives; *Educational Planning; *Educational Technology; Elementary Secondary Education; Technology Integration; *Technology Planning

IDENTIFIERS- Massachusetts

To guide districts through the process of creating workable technology plans, the Massachusetts Department of Education developed a set of benchmark standards that can be viewed as goals for districts to achieve by the year 2003. Based on findings from the most recent "Tech Plan Updates," the Department's online data collection system, this report tracks progress over the past four years and presents the state's current position in relation to the benchmark standards. The report is divided into the following sections: "Commitment to a Clear Vision," "Access," "Infrastructure for Connectivity,"

*Transcription

This directory lists the names of volunteer groups, individual transcribers, and nonprofit and commercial organizations that transcribe and record books and other reading materials for persons who are blind and physically handicapped. It was compiled from information supplied by organizations and groups who perform these services. The listing is alphabetical by state. Each entry is assigned an index number and specifies such services as Braille transcription, computer-assisted transcription, print enlargements, tape recording, duplication, and binding. Entries also give such Braille code specialties as music, mathematics, and specific languages. The directory contains information in separate sections on state special education contacts and proofreaders certified by the Library of Congress. Wherever Braille groups are listed, it is understood that there is at least one transcriber or proofreader certified by the Library of Congress working with the group/organization. The introduction includes a list of other related documents on the National Library Service for the Blind and Physically Handicapped (NLS) Web site or available upon request, as well as additional resources for materials available in different formats. Examples of how to use the directory are given for several types of individuals. (AEF)

ED 456 845

IR 056 193

Magazines in Special Media.

PUB DATE- 01

NOTE- 76p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Blindness; Braille; Floppy Disks; Information Sources; Large Type Materials; Nonprint Media; *Periodicals; Publications; Special Libraries; Talking Books

IDENTIFIERS- *National Library Service for the Blind

This document is a directory of magazines in special media. It consists of two main parts: (1) an alphabetical listing of magazines produced by the National Library Service for the Blind and Physically Handicapped (NLS); and (2) an alphabetical listing of magazines available from other sources. Appended to the second part are addresses of sources other than NLS cooperating libraries. Title, subject, and media indexes are included, with media indexes divided into the following categories: Braille; Cassette; Computer Diskette; Disc; Electronic Access; Electronic Braille; Large Print; and Moon Type. Includes an order form. (AEF)

ED 456 846

IR 056 194

Building and Sustaining Digital Collections: Models for Libraries and Museums.

PUB DATE- 01

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Access to Information; Information Technology; *Libraries; *Library Collection Development; *Museums; Online Systems; Organizational Development

IDENTIFIERS- *Business Plans; *Digital Collections; Digital Technology

In February 2001, the Council on Library and Information Resources (CLIR) and the National Initiative for a Networked

references.) (AEF)

ED 456 864

IR 058 326

Mardis, Marcia
Uncovering the Hidden Web, Part II: Resources for Your Classroom.
ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.; For part I, see IR 058 325.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071), Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Access to Information; Databases; *Educational
Resources; *Information Retrieval; Information Sources;
Instructional Materials; *Online Searching; *Search Strategies;
*World Wide Web

IDENTIFIERS- Search Engines

Too often, search engines don't see and directories can overlook
clearinghouses, digital libraries, full-text databases, and
learning objects. In contrast, the hidden Web is rich with
these high quality and cutting-edge learning materials. By
integrating resources from the hidden Web into the classroom,
educators extend their instruction in new and valuable
directions. This digest is intended to help teachers find key
resources--for themselves and their students--and develop
techniques for keeping track of the treasures they unearth on
the hidden Web so that they can be accessed quickly and easily
every time. Discussion includes clearinghouses; virtual
libraries; full-text resources; learning objects; and managing
hidden Web finds through good bookmarking and Web logging. (AEF)

ED 456 865

IR 058 404

Zia, Lee L.
The National Science Foundation's Massive Digital Library for
Education: Opportunities and Challenges for Teachers and
Librarians. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071), Information Analyses/State-
of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Access to Information; *Educational Resources;
*Electronic Libraries; Elementary Secondary Education; Higher
Education; *Information Networks; Information Sources;
*Instructional Materials; Mathematics; Online Systems; Program
Development; Science Education; Technology Education
IDENTIFIERS- ERIC Digests; National Science Foundation

The National Science Foundation (NSF) released its first call for
proposals for the National Science, Mathematics, Engineering,
and Technology Education Digital Library (NSDL) program early
in 2000. Building on work supported under the multi-agency
Digital Libraries Initiative, this program aims to establish a
national digital library that will constitute an online network
of learning environments and resources for science,
mathematics, engineering, and technology education at all

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Academic Persistence; *Articulation (Education);
*Community Colleges; Educational Policy; Higher Education;
Institutional Cooperation; *Transfer Policy; *Transfer Programs

Recent statistics have shown that over half of the students participating in postsecondary education in the United States are enrolled in a community college. Successful transfer from a community college to a four-year institution is often the only opportunity these individuals have to achieve a bachelor's degree. This document outlines and compares nationwide transfer and articulation policies in an effort to study the transfer of community college students to four-year institutions. State programs were examined and described according to seven criteria: (1) legislation; (2) cooperative agreements, which can take the place of legislation and serve as unofficial policy established on a department-to-department or institution-to-institution basis; (3) transfer data reporting; (4) incentives and rewards offered to encourage the transfer of students; (5) statewide articulation guides available to students, which describe the requirements for transfer; (6) common core courses among different institutions within the state; and (7) common course numbering to aid in reducing non-transferable credits. In summary, 30 states have legislation on transfer, 40 states have cooperative agreements in place, 33 states reported transfer data, 18 states offer transfer incentives and rewards, 26 states offer statewide articulation guides, 23 states have a common core curricula to facilitate transfer, and 8 states have a common course numbering system. (JCC)

ED 456 885

JC 010 616

Honolulu Community College Program Health Indicators: 2000-2001
Program Reviews.

PUB DATE- 01

NOTE- 126p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Access to Education; Auto Body Repairers; Aviation Technology; Carpentry; Communications; Community Colleges; Computers; Educational Benefits; Educational Demand; Efficiency; *Industrial Arts; *Outcomes of Education; *Program Effectiveness; *Program Evaluation; *Technology Education; Two Year Colleges

IDENTIFIERS- *University of Hawaii Honolulu Community College
This report presents an overall health summation of 21 programs offered at Honolulu Community College (Hawaii) during 2000-2001. The programs profiled are: (1) Auto Body Repair and Painting; (2) Aeronautics Maintenance Technology; (3) Administration of Justice; (4) Automotive Mechanics Technology; (5) Boat Maintenance Repair; (6) Carpentry; (7) Commercial Aviation; (8) Communication Arts; (9) Computing, Electronics, and Networking Technology; (10) Cosmetology; (11) Diesel Mechanics; (12) Drafting Technology; (13) Electrical Installation and Maintenance Technology; (14) Fashion Technology; (15) Fire and Environmental Emergency Response; (16) Human Services Program, Early Childhood Education Option; (17) Human Services Program, Community Service Option; (18) Occupational and Environmental Safety Management; (19) Refrigeration and Air Conditioning; (20) Sheet Metal and

mandate and activities. (Contains 25 references and a list of 13 selected key readings.) (KB)

ED 456 903

PS 029 736

Sampson, Amy E.
An Odyssey of Connecticut's Children: KIDS COUNT Data Book 2001.
PUB DATE- 01
NOTE- 133p.; Contributing authors: Donna Osuch and Erin Bongard.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; High School Graduates; Infant Mortality; Juvenile Justice; Lunch Programs; Mortality Rate; One Parent Family; Physical Fitness; Poverty; Prenatal Care; Preschool Education; *Regional Characteristics; *Social Indicators; Tables (Data); Trend Analysis; Violence; Welfare Services; *Well Being
IDENTIFIERS- Arrests; Child Mortality; *Connecticut; Connecticut Academic Performance Test; Connecticut Mastery Testing Program; *Indicators

This Kids Count Data Book provides state and regional trends in the well-being of Connecticut's children. The statistical portrait is based on 19 indicators of well-being: (1) children in families receiving welfare; (2) children receiving free or reduced-price meals; (3) high school employment; (4) births to teen mothers; (5) low birth weight; (6) infant mortality; (7) late or no prenatal care; (8) adequacy of prenatal care; (9) physical fitness tests; (10) preschool experience; (11) meeting Connecticut Mastery Test Goal; (12) below Connecticut Mastery Test Basic Level; (13) meeting Connecticut Academic Performance Test goal; (14) below Connecticut Academic Performance Test Basic Level; (15) high school dropouts; (16) child abuse or neglect; (17) child deaths; (18) preventable teen deaths; and (19) juvenile violent crime arrests. The report begins with an overview noting the importance of economic stability in children's welfare and highlights three special topics of concern: oral health, high school dropout rates, and child care. The next four sections describe the 27 regional assignments, for reporting purposes, of towns, school districts, and geographic areas. Following demographic data, the report presents regional trends in the child well-being indicators in chapters addressing security, health, education, and safety. The report ends with regional profiles of population estimates by town, and charts of child well-being indicators by region and in comparison to the state as a whole. (SD)

ED 456 904

PS 029 744

Roskos, Kathleen A., Ed.; Christie, James F., Ed.
Play and Literacy in Early Childhood: Research from Multiple Perspectives.
PUB DATE- 00
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Books; Childrens Literature; Cognitive Development;

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *After School Education; *After School Programs;
*Community Schools; Federal Programs; *Financial Support;
Program Descriptions; State Federal Aid

IDENTIFIERS- *Child Care and Development Block Grants

Noting that the past decade has seen a rapid increase in the number of out-of-school time and community school initiatives and that finding funding for these initiatives remains a challenge to their success, this strategy brief discusses the Child Care and Development Fund (CCDF) as an important long-term source of funding. The brief provides an overview of CCDF, its requirements, and considerations for its use. The brief then highlights four strategies for using CCDF funds: (1) accessing subsidies for eligible program participants; (2) becoming a CCDF contracted provider; (3) using CCDF to enhance the quality of programs; and (4) using CCDF to create systems of out-of-school time care. The brief discusses considerations for each strategy and provides examples of innovative approaches that policymakers, community leaders, and program developers can employ to support out-of-school time and community initiatives. The brief concludes with a list of pertinent resources and organizations. (KB)

ED 456 922

PS 029 765

Gronlund, Gaye; Engel, Bev
Focused Portfolios: A Complete Assessment for the Young Child.
PUB DATE- 01

NOTE- 340p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Child Development; Day Care; *Evaluation Methods; Family Day Care; Performance Based Assessment; *Portfolio Assessment; Preschool Education; *Student Evaluation; *Young Children

IDENTIFIERS- Project Head Start

Based on the view that a simple and efficient process of portfolio collection could be developed based on authentically documenting the daily experiences of children in away-from-home settings, this book identifies steps in the processes of portfolio planning, collection, and selection, and conferencing with families. The book is intended for early childhood educators of infants, toddlers, and preschoolers in child care centers, Head Start programs, nursery schools, and family child care. The book presents the Focused Portfolio system and shows teachers how to compile a simple but comprehensive portfolio to capture children's learning, document observations, and relate the child's development to recognized milestones. Following the introduction, which presents a rationale for using the process and describes its fieldtest, the book's chapters are: (1) "The Focused Portfolios Process"; (2) "Documenting Favorites, Friends, Family, and Developmental Milestones"; (3) "A Basic Portfolio: Linsey"; (4) "The Documentation Process"; (5) "More on How to Fit Documentation into Your Busy Day"; (6) "Ideas for Experienced Users and a More Complex Portfolio: Sierra"; (7) "Using Observations To Plan Individualized Curriculum"; (8) "Reflecting and Preparing for Family Conferences"; (9)

ED 456 941

PS 029 805

Christenson, Sandra L.; Sheridan, Susan M.
Schools and Families: Creating Essential Connections for
Learning. The Guilford School Practitioner Series.

PUB DATE- 01

NOTE- 245p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art
Materials (070)

DESCRIPTORS- *Academic Achievement; *Educational Environment;
Educational Policy; Educational Practices; Elementary Secondary
Education; Family Involvement; Family Role; *Family School
Relationship; Parent Participation; Parent Role; *Parent School
Relationship; Parent Student Relationship; *Partnerships in
Education; School Psychology; Standards; Theories

Noting that productive family-school relationships are necessary
for socializing and supporting children and adolescents as
learners, and that such relationships can take many forms, this
book examines the goals, contributions, and accountability of
families and schools for educational outcomes. Addressed to
school psychologists, the book describes four key elements
necessary for optimal school-family relationships: (1)
approach; (2) attitudes; (3) atmosphere; and (4) actions. Each
chapter contains beginning and ending questions to organize
reading and place main points within an applied context. Case
studies, vignettes, and activities are presented as examples to
which school and community professionals may relate. Chapter 1,
"Family-School Relationships as a Protective Factor," discusses
the role of policy in family-school relationships, types of
family-school activities, current conditions, the importance of
process, and the status of relationships. Chapter 2, "Approach:
The Framework for Interaction with Families," examines the
content and research findings related to a framework for
interacting with families. Chapter 3, "Attitudes: Values and
Perceptions about Family Involvement," considers perceptions
that families and schools hold about one another and the
relevance of this relationship for children's learning. Chapter
4, "Atmosphere: The Climate in Schools for Families and
Educators," discusses how the climate in and around schools can
support or inhibit healthy family-educator relationships,
focusing on the importance of trust and communication. Chapter
5, "Actions: Strategies for Building Shared Responsibility,"
describes seven broad actions that professionals can take to
work with families as partners across grades K-12: garnering
administrative support, acting as a system advocate,
implementing family-school teams, increasing problem solving
across home and school, identifying and managing conflict,
supporting families, and helping teachers improve communication
and relationships with families. The book's five appendices
include a position statement from the National Association of
School Psychologists on home-school collaboration, a checklist
for quality indicators of the six national standards for
parent/family involvement, and an inventory for creating school-
family connections. (Contains 260 references.) (KB)

ED 456 942

PS 029 806

Goncu, Artin, Ed.
Children's Engagement in the World: Sociocultural Perspectives.

PUB DATE- 99

NOTE- 280p.

LANGUAGE- English

their moral understanding; educating parents to consistently enforce and support good character; incorporating morality as a universal element in the curriculum; and supporting good character in teachers with respect, higher status, more money, or better students. (Contains 13 references.) (TD)

ED 456 959

RC 023 147

Simpson, Rosie

The Internet & Regional Australia: How Rural Communities Can Address the Impact of the Internet.

PUB DATE- 01

NOTE- 54p.; With case studies prepared by Andrew Hunter.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Community Development; Economic Development; Foreign Countries; Information Technology; *Internet; Leadership; *Rural Areas; *Rural Development; Small Towns; Technological Literacy

IDENTIFIERS- Access to Technology; Australia; Electronic Commerce; *Technology Utilization

In the last decade, a technological revolution has touched all aspects of business and society in Australia, the Western world, and to a lesser extent, the developing world. This revolution has occurred against a backdrop of long-term fundamental changes in rural Australian communities. The decline in traditional agriculture's terms of trade and resultant employment numbers has seen many communities that were previously reliant on agriculture looking for means to survive. The Internet has been seized on by many as the potential savior for rural Australia. The Internet also poses a significant threat, further opening up communities to global forces outside their control, with potentially damaging effects. This study explores both sides of the equation for rural Australia through chapters on the demand side of Internet access, the digital divide, the Australian business sector and the Internet, the supply side of Internet access in regional Australia, the Internet and the Bush, the Australian information technology and telecommunications sector, e-commerce and regional Australia, regional business and community partnerships, key factors for harnessing the benefits of the Internet, and a final chapter on what the future holds. Seven case studies showcase how many rural communities and businesses are dealing successfully with the Internet. Two appendices describe community-development information technology programs supported by the U.S. and Australian governments. (Contains 23 references.) (TD)

ED 456 960

RC 023 148

Lichter, Daniel T.; Jensen, Leif

Rural America in Transition: Poverty and Welfare at the Turn of the 21st Century. JCPR Working Paper 187.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Department of Agriculture, Washington, DC.; Russell Sage Foundation, New York, NY.

PUB DATE- 00

NOTE- 48p.; Paper presented at the Conference on "Rural Dimensions of Welfare Reform: A Research Conference on Poverty, Welfare and Food Assistance" (Washington, DC, May 4, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference

Learning; Leaders Guides; Natural Resources; *Outdoor Education; Teaching Methods

IDENTIFIERS- Maine; *Nature; Nature Study

This leader's guide explains an outdoor environmental education program for youth, based on a child's natural learning progression: sensitivity and awareness, understanding and appreciation, and commitment and action. Chapter 1 discusses how to teach in the outdoors, including field trip planning and preparation, discipline tips, and suggestions for teaching methods. Chapter 2 sets the foundation by presenting brief explanations of the ecology of ecosystems, including background information on soil, air, water, producers, consumers, and decomposers. Chapter 3 explains five basic laws of ecology: everything is connected to everything else, everything has to go somewhere, everything is always changing, there is no such thing as a free lunch, and everything has limits. Five appendices present over 150 relevant publications; where to get equipment and materials; contact information for Maine's natural resource and environmental education organizations; a glossary; and 12 soil, air, and water activities. As additional support materials, activity cards describe 41 fun, hands-on activities that will help youth learn about the environment in outdoor settings. (TD)

ED 456 978

RC 023 178

Deloria, Vine, Jr.; Wildcat, Daniel R.
Power and Place: Indian Education in America.

PUB DATE- 01

NOTE- 175p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- American Indian Culture; *American Indian Education; Criticism; *Cultural Interrelationships; *Educational Needs; *Educational Philosophy; Elementary Secondary Education; Epistemology; Federal Indian Relationship; Higher Education; Professional Education; Relevance (Education); Science Education; *Self Determination; *World Views

IDENTIFIERS- *Indigenous Knowledge Systems; Metaphysics

The educational journey of modern Indian people spans two distinct value systems and worldviews, as the Native American sacred view inevitably encounters the material and pragmatic focus of the larger American society. In that meeting ground lies an opportunity for the two cultures to teach and learn from each other. The 15 essays in this book are a criticism of the formal and official institutions of American Indian education and constitute an effort to open discussion about what a truly American Indian educational practice would look like. Such an indigenization of the educational system would explicitly explore ways of knowing and systems of knowledge that have been actively repressed for five centuries. Beginning with an essay by Vine Deloria, Jr. and alternating between Deloria and Daniel Wildcat, the essays are: "American Indian Metaphysics"; "Indigenizing Education: Playing to Our Strengths"; "Power and Place Equal Personality"; "Understanding the Crisis in American Education"; "Knowing and Understanding"; "The Schizophrenic Nature of Western Metaphysics"; "Traditional Technology"; "Technological Homelessness"; "Transitional Education"; "Indigenizing Politics and Ethics: A Realist Theory"; "Property and Self-Government as Educational Initiatives"; "Practical Professional Indigenous Education"; "Higher Education and Self-Determination"; "The Question of

of Rio de Janeiro (PUC-Rio). The research was carried out at the beginning of the semester, in one of the classes formed by students undertaking General Chemistry. From a sample of 300 students in a similar situation, 37 students answered the questionnaire. The study also aimed to check on their background image of Chemistry that was developed during their high school studies, as well as their expectations of involvement in this subject of study. The analysis of the answers presented was carried out in relation to a questionnaire, and divided into two groups of questions. The first one dealt with general issues and investigated the students' self-image and self-assessment. The second one strictly related to Chemistry. Some of the teaching staff ideas about the students were also checked upon and as a result of further analysis actually perceived as being pre-conceived. (KB)

ED 456 997

SE 064 965

Leonard, Ray; Barber, Kevin
Postgraduate Training & Research in Collaboration with Industry
(Twenty Years of Experience in the U.K.).

PUB DATE- 98

NOTE- 9p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141); Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Cooperation; Doctoral Programs; *Engineering Education; Foreign Countries; Higher Education; *Industry; *School Business Relationship; Technology
IDENTIFIERS- United Kingdom

Universities are often accused of being "ivory towers" that are divorced from the "real worlds" of industry and commerce. Similarly, it is argued that academics teach "yesterday's science," and that they are unaware of modern developments in technology and engineering. When it is realized that the research budgets of some large organizations exceed the total yearly expenditure that many nations spend on their universities, the question needs to be asked, how can universities ensure that their research programs are relevant to modern industry and that lectures are up-to-date? The answer is to collaborate with industry to the advantage of all parties concerned. Collaboration helps universities, industry, and the student and supervisor involved. For example, UMIST is completely committed to collaboration with industry at all levels, from undergraduate projects to doctoral research. For the past 20 years, UMIST has operated a Total Technology (TT) program across all engineering and applied science disciplines with UK industry. For the past 6 years, UMIST has also operated, in collaboration with the University of Manchester, an Engineering Doctorate program, again in association with industry. The Manchester TT and engineering doctorate (EngD) programs now have over 120 doctoral students working in collaboration with all sizes of UK firms. This represents the largest collaborative doctoral program in the UK. The lessons that have been learned and how they might be successfully applied are described. (Author/YDS)

ED 456 998

SE 064 974

Ait, Paulo Renato Campos; Massote, Alexandre Augusto; La Neve,

the learner in time and/or space. In a similar way, the Web offers an even greater audience the opportunity to be involved in a range of scientific experiences particularly in the areas of geology and biology. A number of virtual experiences have been investigated and have been grouped into three categories: virtual field trips; virtual digs; and field trips incorporating virtual reality. (Contains 13 references.) (Author)

ED 457 025

0E 065 188

Gonzales, Patrick; Calsyn, Christopher; Jocelyn, Leslie; Mak, Kitty; Kastberg, David; Arafah, Susan; Williams, Trevor; Tsen, Winnie

Pursuing Excellence: Comparisons of International Eighth-Grade Mathematics and Science Achievement from a U.S. Perspective, 1995-1999. Initial Findings from the Third International Mathematics and Science Study--Repeat. Statistical Analysis Report.

PUB DATE- 01

NOTE- 133p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Criterion Referenced Tests; Foreign Countries; *Grade 8; Item Analysis; Junior High Schools; Mathematics Education; *Performance Based Assessment; Science Education; Tables (Data)

IDENTIFIERS- *Third International Mathematics and Science Study
The Third International Mathematics and Science Study (TIMSS) is one of the most comprehensive international studies of schooling and students' achievement in science and mathematics. TIMSS was originally conducted in 1995. Four years later in 1999, the Third International Mathematics and Science Study--Repeat (TIMSS-R) was conducted. This document presents information on how U.S. eighth grade students performed in both studies and questions whether there have been any significant changes in achievement from an international perspective. Contents are divided into four chapters. Chapter 1 explains the importance of international comparison in education and the reasons for repeating TIMSS, identifies questions used and participating countries, discusses how the research was conducted, and presents the organization of the report. Chapter 2 discusses the mathematics and science achievement of the eighth grade students and presents student scores in both studies. Chapter 3 reviews issues related to curriculum and teaching, confidence levels of teachers, professional development, peer cooperation and classroom practices, and activities. Chapter 4 presents questions raised by the results of this report. (YDS)

ED 457 026

0E 065 189

Revised North Carolina Mathematics Standard Course of Study.

PUB DATE- 00

NOTE- 92p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; *Course Content; Course Organization; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Instruction; *State Standards

IDENTIFIERS- North Carolina

Countries; Grade 10; Grade 11; High Schools; Interdisciplinary Approach; Problem Solving; *Role Playing; Social Studies; State Standards; *Student Participation; Student Research; *Thinking Skills; *World War I
IDENTIFIERS- France (Paris); *Writing Tasks
This problem-based learning unit asks students to assume roles as experts from countries that participated in World War I. These experts will meet both in expert groups and with their respective country representatives to determine what terms, in four specific areas, should be included in the treaty that will formally end the war. Next, they must decide as countries whether they will sign the treaty they have negotiated. Finally, students will compare the treaty they create with the Treaty of Versailles to determine which treaty would most likely ensure long lasting peace in Europe. Students are provided with background information, detailed instructions, and online resources. The teacher's notes explain the unit's correlation to history/social science and language arts standards, suggest day-by-day teaching strategies, present a culminating assessment exercise, and provide an evaluation rubric, a student evaluation form, and a group evaluation form. (BT)

ED 457 048 SO 031 406

Davis, William
Terrorist or Freedom Fighter: Whom Can We Trust? Grade 10 Lesson.
Schools of California Online Resources for Education (SCORE):
Connecting California's Classrooms to the World.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Government Role; Grade 10; High
Schools; Interdisciplinary Approach; *Organizations (Groups);
*Political Attitudes; *Political Issues; Role Playing; Social
Studies; State Standards; *Student Participation; Student
Research; *Terrorism; World History
IDENTIFIERS- United Nations
In the past 50 years many political organizations have attempted
to seek redress from repressive governments. Many have used
methods considered to be terrorism. The United Nations (UN) is
interested in establishing a set of guidelines dealing with the
prevention of terrorism. This unit focuses on several questions
that attempt to define terrorism. Students will research a
historical or current political organization that has attempted
to affect a tremendous change, label the political organization
either terrorist or freedom fighter based on its goals and
actions, and develop both a definition of terrorism and a
policy for dealing with terrorists without violating human
rights as established in the UN Declaration of 1948. Students
are provided with background information, detailed
instructions, online resources, and reflection questions. The
teacher's notes describe the unit's purpose, explain its
correlation to history/social science standards, and suggest
day-by-day teaching strategies. (BT)

ED 457 049 SO 031 409

Davis, W. J.
What's Next for China and the U.S.? Grade 10 Lesson. Schools of
California Online Resources for Education (SCORE): Connecting

Seeking a Balance in International Trade: Pacific Rim Import-Export Transactions. Grade 12 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Citizenship Education; Cooperative Learning; Current Events; *Economics Education; Global Education; Grade 12; High Schools; Interdisciplinary Approach; International Relations; *International Trade; Macroeconomics; Social Studies; Student Research; United States Government (Course)

In this lesson, student teams roleplay an import-export company's purchasing department. Students consider the reasons for the U.S. trade deficit and develop a plan to help their company achieve an import-export balance. Teams will research international trade and economic issues that impact trade balance. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the application of history/social science standards, and suggest teaching strategies. (AJC)

ED 457 073

SO 031 579

Lillioh, Geoff

American Justice on Trial. Grade 11 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; *Civil Liberties; *Court Litigation; Government Role; Grade 11; High Schools; Interdisciplinary Approach; *Japanese Americans; Research Projects; Role Playing; Social Studies; *Student Research; *World War II; World Wide Web

IDENTIFIERS- *Internment Camps; *Japanese Relocation Camps; Hook Trials

On February 19, 1942, at the height of U.S. involvement in World War II, President Roosevelt authorized military leaders within the War Department to place all Japanese Americans residing on the West Coast in detention camps. The following months saw the relocation of some 120,000 Japanese Americans, of whom 77,000 were U.S. citizens. The decision to relocate Japanese Americans raises many compelling questions about the workings of U.S. justice during crisis periods such as World War II. What if, after the war, an international tribunal had put the U.S. government on trial for violating the human rights of Japanese American citizens? In this lesson, students enact such a trial by means of researching documents, photos, and materials available on the World Wide Web. Students will act these roles: judges, historians, prosecution, defense, witnesses, media, and protesters. Students are provided with background information, detailed instructions, and online and print resources. The teacher's notes describe the unit's purpose and explain the application of history/social science standards. (BT)

This collection of five lesson plans in geography can be adapted for use with K-12 students. Each lesson plan explains the lesson and provides basic instructions. The lesson plans are titled: "Teaching Geography Using Literature in K-University Classrooms" (Kay Heller); "Geography and a Mystery Novel" (Kay Heller); "Understanding Latitude and Longitude" (Kay Heller); "Mississippi River Cruise" (Kay Heller); and "Create a Magazine Project" (Honey Howe-Ford). (BT)

ED 457 094

SO 032 967

Welcome to Nigeria.

PUB DATE- 80

NOTE- 264p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Academic Standards; African Culture; Area Studies;

Cultural Context; Developing Nations; Elementary Secondary

Education; Foreign Countries; *Geography; *Geography

Instruction; Social Studies; Standards

IDENTIFIERS- *Nigeria

This lesson plans project provides information and classroom-ready lesson plans about Nigeria. These lesson plans can stand alone or be used in conjunction with one another. They have been correlated to coincide with the standards set forth in Geography for Life. Following background information "Why Study Nigeria" (A. Shields), lesson plans are entitled: "Climate Graphs in Nigeria" (K. Sundstedt); "Comparing and Contrasting Water in the United States and Nigeria" (K. Daughette; A. Hooper); "Comparing Nigerian and United States Populations" (A. Hooper); "Comparing the Wisdom of Places" (K. Sundstedt); "Conflict and Cooperation in Nigeria: A Dilemma" (K. Heller); "Nigeria: A Case Study of Africa" (K. Heller); "Cultural Nigeria: The Calabash" (C. Oldenkamp); "Desertification, Fulani Herders, and Ecosystems in Nigeria" (K. Heller); "Economic Development" (N. Cooper); "Getting To Know You and Others" (A. Hooper; N. Cooper; K. Sundstedt); "The House That Musa Built" (A. Hooper; D. Walsh); "How Do Your School Rules Compare?" (N. Cooper); "Nigeria Online" (A. Hooper); "Nigerian Storytelling" (A. Hooper); "Nigerian Transportation through Mathematics" (A. Shields); "Nigerian Women as Traders" (N. Cooper); "Population vs. Natural Resources in Nigeria" (K. Heller); "Siege Mentality: Current and Past Conflicts" (D. DenHartog); "Tin Mining on the Jos Plateau" (N. Cooper); "Traditional Musical Instruments" (N. Cooper); "Traffic and Transportation in Nigeria" (C. Joslin); "Traffic Flow in Nigeria" (D. Walsh); "Understanding the Wisdom of a People" (K. Sundstedt); "Nigeria and Africa: Using Mental Maps to Organize Information" (K. Heller); "What's in a Name?" (A. Hooper); "What Is a Region?" (G. Kuhter); and "War and the Animal: One Man's Experience During the Beginning of the Biafran War" (D. DenHartog). (Lists 34 Web sites.) (BT)

ED 457 095

SO 032 968

America's Legislators Back to School Week--High School Lesson Plans. Trust for Representative Democracy.

PUB DATE- 01

NOTE- 21p.; For similar lesson plans for middle school, see SO 032 969. For similar lesson plans for elementary school, see SO 032 970. Project supported by a Robert M. Michel Civic Education Grant, sponsored by the Dirksen Congressional Center, Pekin, IL.

"Irish Immigrants in Paterson, New Jersey during the Jacksonian Era" (H. Harris); "Local History: The Civil Rights Movement on Long Island" (S. Cornelius); "The Battle Over School Integration on Long Island, N.Y." (J. K. Loftus); "What Happens to a Dream Deferred" (D. G. Mitchell); "Teaching with Oral History: Dr. Eugene Reed and the Battle for Civil Rights on Long Island" (C. Grant, J. Syffard); "The Character of the Electoral College: A View from New York State" (G. Bush); "Selecting the President" (M. Diroks); "Current Events from the Past" (L. Lupinski-Huvane); "The Warts Are Missing at Most Historic Sites" (A. S. Libresco); "A Science Teacher Looks at Social Studies" (S. M. Hines); "Human Rights Education: Human Rights on the World Wide Web" (D. Banks); and "Teaching Children about Human Rights Using the Work of Eva Bunting" (J. Singer). Contents of Volume 1 Number 2, a Slavery and the Northern States-themed issue, are: "Editorial and Classroom Activity: Teaching about Slavery in the Americas" (A. Singer); "Teachers Respond to Teaching about Slavery in the Americas"; "Teaching about Slavery: A Pedagogical Paradox" (J. J. McManera); "Slavery and the Northern States: Complicity and Resistance" (A. Singer); "The Freedom Quest in New York State"; "Abolitionists among New York's 'Founding Fathers'" (K. Brady); "Classroom Activity: New Yorkers Battle Against Slavery"; "The History of Slavery in New Jersey" (D. R. Wright); "Fighting for Freedom" (H. Shakir); "Teaching Ideas" (H. Shakir); "John Woolman: New Jersey's Eighteenth Century Quaker Abolitionist" (C. F. Hewlett); "Underground Railroad Sites in New York and New Jersey" (L. Peterson; J. Pesato); "The Underground Railroad and Abolitionism in Central New York" (J. Wellman); "Classroom Activity: 'Runaway Slave Advertisements from around the Region'; "Classroom Activity: Documenting Complicity with Slavery"; "Classroom Activity: Debating Resistance to Slavery"; "Using History-Mysteries with Elementary Students: Or, How You can Stop Worrying and Learn to Love the Text" (A. S. Libresco); "African American Lives in Early New Jersey: Excerpts from the Narratives of Abraham Johnstone, William Deen, and Samuel Ringgold Ward"; "African American Lives in Early New York State: Excerpts from the Narratives of Venture Smith, Sojourner Truth, William Brown, and Reverend Thomas James"; "A Scientist Looks at Social Studies: What Is Race?" (S. M. Hines); "Slavery on the World Wide Web" (R. Edwards, V. K. Campbell, C. Cronin); "Viewing History? Film and Historical Memory" (C. Vitell); "Perspective and Engagement: Slavery and Reconstruction in Literature for Middle and High School Students" (S. Smith); "Teaching Young Children about Slavery" (J. V. Singer); "Book Reviews: Freedom C

ED 457 115

80 033 012

Stillman, Lorry

The Spirit That Moves Us: Using Literature, Art, and Music To Teach about the Holocaust at the Secondary and College Level. Volume 3.

PUB DATE- 81

NOTE- 220p.; For Volumes 1 and 2, see ED 439 985.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Art; European History; Foreign Countries; Higher Education; Jews; Literature; Music; Nazism; Research Projects; Secondary Education; Student Research; World War II; Writing Assignments

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; *Substitute Teachers; Teacher Collaboration; Teacher Student Relationship; *Teaching Conditions

IDENTIFIERS- *Authority; *Professionalism

This booklet discusses how to develop successful substitute teachers, explaining that most substitutes do not receive the respect necessary to be effective. School districts must take such steps as adopting fair substitute hiring practices, allowing for the regular placement of substitutes in the same school over the year, and including substitutes in service awards. Principals must take such steps as understanding challenges that substitutes face, ensuring that substitutes feel welcome, and ensuring that teachers leave lessons and seating plans. Teachers must take such steps as explaining to students and parents that substitutes have authority and require respect; allowing substitutes to teach and use their own innovations; and fostering collegiality. Three checklists that teachers may use in working with substitutes highlight: planning ahead for unexpected absences, communicating about planned absences, and planning for special needs substituting. Responsibilities of substitute teachers include: showing school personnel, students, and parents that they are as professional as any teacher; doing their best work; and interacting with parents. Steps that substitutes can take in advocating for professionalism include: talking to principals and teachers about regard, authority, and collegiality; participating in teacher associations on substitute-related issues; and becoming more aware of professional responsibilities. (Contains 10 resources.) (BM)

ED 457 134

SP 046 211

Schwarz, Gretchen
Teacher Lore. Fastback 477.

PUB DATE- 01

NOTE- 52p.; With Joya Alberts and Sarah Huggins.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Autobiographies; Case Method (Teaching Technique); Elementary Secondary Education; *Faculty Development; *Folk Culture; Graduate Study; Higher Education; *Personal Narratives; Preservice Teacher Education; Story Telling; Teacher Evaluation; Teacher Improvement; Teacher Researchers; Teachers

This booklet offers a brief history of teacher lore, examines its theoretical bases, and summarizes its professional value, discussing how preservice teachers, inservice teachers, and others can use teacher lore for professional development. Teacher lore, or teacher narrative, includes fiction and nonfiction, oral storytelling, print, film, television, and online exchanges. Interacting with teacher lore offers such benefits as creating a professional community, challenging teachers to become reflective practitioners and change agents, and offering a better picture of schools and what they might become. Using teacher lore with preservice teachers can involve

approach research with understanding and interest. This includes trying to remember one's own personal experiences as a new graduate student, clarifying expectations of students up front, and determining students' research areas of interest early on. In-class activities can include grouping students in different ways for various purposes and having students give both formal and informal presentations to the class. Class assignments should be frequent, small, and varied, and connected to the large projects. Assignments can be completed in class, outside of class, individually, or in groups. General guidelines for professor-student interactions include: be flexible; give many small assignments with frequent feedback; be accessible; have students share their ideas and research in an ongoing manner; make the best use of group work (different groups for different purposes); take the class to the library during the first or second meeting; and allow for individual differences in experience and levels of interest. An appendix presents guidelines for conducting a survey of literature sources. (SM)

ED 457 154

SP 040 258

Patterson, Janice M.
Resilient Teacher Leaders for Urban Schools: Reflections for
Teacher Education.

PUB DATE- 01

NOTE- 9p.; Theme issue.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Elementary Secondary Education; Higher Education;

*Instructional Leadership; Preservice Teacher Education;

*Resilience (Personality); Teacher Characteristics; *Teacher

Persistence; Teacher Role; *Urban Schools

IDENTIFIERS- *Teacher Leaders; Teacher Leadership

Few colleges of education include theory and practice about the need to nurture resilient teacher leaders. This issue should be addressed in order to improve the preparation and continued development of the nation's teachers, particularly those in urban schools. This newsletter suggests that as problems confronting schools, particularly urban schools, become increasingly complex, leadership must come from those closest to students--the classroom teachers. Though the effective schools literature of the 1980s highlighted the role of the principal as the formal instructional leader, recent research indicates that principals cannot do it alone and that effective principals must work cooperatively with informal leaders, other teachers, and students to create learning communities. Two recent developments in public education have demonstrated the positive effects of teacher leaders: site-based management and professional development schools. Characteristics of resilient teachers include: increasing pro-social bonding; setting clear, consistent boundaries; teaching life skills; providing opportunities for meaningful participation; and providing caring and support. Characteristics of teacher leaders include: providing good examples of how to work with children; inspiring ideas and discourse; helping others with problems that seem insidiously interlocked; providing leadership and involvement in union activities; and offering non-instructional support. (Contains 24 references.) (SM)

ED 457 155

SP 040 259

Tellefson, Mona; Lee, Steven W.; Webber, Laura

McCarthy, Kevin J.
The Effects of Student Activity Participation, Gender, Ethnicity,
and Socio-Economic Level on High School Student Grade Point
Averages and Attendance.

PUB DATE- 88

NOTE- 17p.; In: National Association of African American Studies
& National Association of Hispanic and Latino Studies: 2000
Literature Monograph Series. Proceedings (Education Section)
(Houston, TX, February 21-26, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Attendance; Disadvantaged
Youth; Ethnicity; Extracurricular Activities; Grade Point
Average; High School Students; High Schools; Participation;
Sex Differences; Socioeconomic Status

IDENTIFIERS- Colorado

In 1997, all high schools in the largest school district in
Colorado were invited to participate in a study of whether
students who participated in school-sponsored activities were
different from nonparticipants with respect to grade point
averages (GPAs) and school attendance. The project also studied
differences in these areas for gender, ethnicity, and
socioeconomic level as reflected by participation in the school
lunch support program. Sixteen schools sent complete data on
student GPAs, and 18 of these also sent data on student
attendance. Of the 19,543 students covered by the study, those
who participated in student activities had significantly higher
GPAs and significantly lower absenteeism. Differences did
exist, however, for gender, ethnicity, and socioeconomic level.
Students who participated in sports had higher GPAs than those
who did not participate and those who participated in nonsport
activities. The results differed for ethnicities, with
activities having the strongest effect for the White/non-
Hispanic students. Findings also show that patterns of
participation differ for members of different ethnicities,
suggesting that cultural differences are responsible for
participation differences. Females also had higher absenteeism
in high school whether or not they participated in student
activities. However, female participants had fewer days of
absence than nonparticipants. The paper discusses some
implications for fostering participation and student
achievement. (SLD)

Hauelsen, Heidi L.
Using Multiple Raters on Performance Based Driving Tests with
High School Driver Education Students.

PUB DATE- 81

NOTE- 46p.; Master of Arts Action Research Project, St. Xavier
University and Skylight Professional Development.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Driver Education; High School Students; High
Schools; Interrater Reliability; Performance Based
Assessment; Student Evaluation; Test Construction

An assessment tool was designed and implemented to increase
consistent application among and between multiple raters
assessing students in driver education. The targeted population

Educational Research Association (Seattle, WA, April 10-14, 2001). Figures may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teachers; Continuing Education; Curriculum Development; Elementary Secondary Education; Graduate Study; Higher Education; *Pilot Projects; *Professional Development; School Districts; State Programs; *Teacher Certification

IDENTIFIERS- Seattle University NM

The Seashore Teacher Professional Certification Program developed by Seattle University, Washington, in collaboration with three school districts, is being implemented in several phases. Phase 1 consisted of mentor support for new teachers, and Phase 2 established a site-based support program. Phase 3 consisted of graduate program coursework for teachers and site-based support. This report deals with the implementation of Phase 3. Phase 3 begins at the end of the second year of teaching and extends until the teacher meets the requirements of the state teaching certification standards and receives professional certification, which must be done by the fifth year of teaching unless the state grants an extension. The pilot program field-tested the certification process to inform the adoption and implementation of the new certification process. The first cohort consisted of 18 teachers who were to participate in 2 graduate courses developed for the program and introduced in the summer. Of these 18, 7 began Phase 3 questioning teaching as a good career choice. Four participants dropped out of the program, and one left. Among the reasons they cited was the amount of time the program required. The carryover of the program into the school year made many participants feel burdened, and the acceleration of the program timeline imposed by the state added to the pressure participants felt. Nine of the 13 who finished the program demonstrated professional growth during their participation in the pilot. Other program benefits included a positive impact on collaboration between the school districts and Seattle University and some positive impacts on Seattle University in its program development and implementation. The paper outlines recommendations for the improvement of the pilot program. These center on continuity of efforts and enhanced links between instruction and real-life educational practices. (Contains 7 figures and 39 charts introducing the presentation.) (SLO)

ED 457 194

Tl' 033 292

Casper, Nilufer K.; Thompson, Tony; Osvey, Tim
Using Out-of-Scale Information To Increase the Precision of Test Scores.

PUB DATE- 98

NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 25-27, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; Item Response Theory; Mathematics; Reading Comprehension; Scoring; *Scores; Simulation; Test Items
Information provided for computerized adaptive test (CAT) simulators was compared under two conditions on two moderately

Test Construction: "Undergraduate Students

IDENTIFIERS- "Experts

The purpose of this study was to develop an instrument to examine students' behaviors in physical education classes that might have an impact on classroom management and student learning. The study was conducted in multiple phases, including instrument development, preliminary study, content validity study, and a reliability and validity study. Participants for the content validity study were 27 experts in sport pedagogy. They were sent items from the management instrument and were asked to organize them into three severity categories. Participants for the reliability and validity study were 2,300 middle and high school students from 2 states. Statistical results indicate that an instrument that produces reliable and valid scores was developed to measure students' perceptions of classroom management in physical education settings. Investigating students' views in this area will lead to a better understanding of management issues and behaviors that interfere with students' ability to learn. (Contains 3 tables and 36 references.) (Author/SLD)

ED 457 213

TM 033 311

Palmer, Douglas J.; Stough, Laura M.; Burdinski, Thomas K., Jr.;

Gonzales, Marielos

Identifying Teacher Expertise: An Examination of Researchers' Decision-Making.

PUB DATE- 01

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; "Criteria; Identification; Literature Reviews; Professional Development; Selection; "Teaching Experience

IDENTIFIERS- "Expertise; Experts

A review of the literature was conducted to investigate how researchers have identified expert teachers. Each of the 20 studies used selection criteria that fell into one or more of the following market categories: (1) years of experience; (2) social recognition; (3) professional or social group membership; and (4) other performance-based criteria. The results of the literature review indicate variability in the selection criteria for identifying expert teachers. A rubric to determine teacher expertise is proposed that incorporates findings from this literature review. (Contains 1 table and 56 references.) (Author/SLD)

ED 457 214

TM 033 312

Stough, Laura M.

Using Stimulated Recall in Classroom Observation and Professional Development.

PUB DATE- 01

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference

each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$69,210 for 3,110 of faculty in public institutions was 22% higher than the average salary for all faculty in all major fields. The average salary increase was 1.5% per year for public institutions and 4.0% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 731

HE 034 291

Howe, Richard D.

Salary-Trend Study of Faculty in Business Management and Administrative Services for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 24p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in business management and administrative services, see ED 442 369. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 263-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Business Administration; Business Administration Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; Managerial Occupations; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- *Administrative Services; Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Business Management and Administrative Services at 95 public and 68 private institutions for 2000-2001, with a comparable number for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$68,885 for 1,327 of faculty in public institutions was 21.5% higher than the average salary for all faculty in all major fields. The average salary increase was 0.9% per year for public institutions and 2.2% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 732

HE 034 292

Howe, Richard D.

Salary-Trend Study of Faculty in Business/Managerial Economics for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of faculty in business/managerial economics for 1996-97 and 1999-2000, see ED 442 370. For other salary-trend studies for 1997-98 and 2000-

increase was 0.1% below the cost of living per year for public institutions and 0.7% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 750

HE 034 310

Howe, Richard D.
Salary-Trend Study of Faculty in General Teacher Education for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of general teacher education faculty for 1996-97 and 1999-2000, see ED 442 388. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Preservice Teacher Education; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for General Teacher Education faculty at 100 public and 75 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$50,553 for 1,226 faculty in public institutions was approximately 12.2% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 17.6% lower than that for all faculty. The average salary increase was 0.3% per year below the cost-of-living for public institutions and 3.0% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 751

HE 034 311

Howe, Richard D.
Salary-Trend Study of Faculty in Geography for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of geography faculty in 1996-97 and 1999-2000, see ED 442 389. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of psychology, general faculty for 1996-97 and 1999-2000, see ED 442 406. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Psychology; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Psychology, General faculty at 261 public and 364 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$57,748 for 3,849 of faculty in public institutions was approximately 1.8% higher than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 2.6% lower than that for all faculty. The average salary increase was 1.1% per year above the cost-of-living for public institutions and 1.4% per year for private institutions above the cost-of-living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 769

HE 034 329

Howe, Richard D.

Salary-Trend Study of Faculty in Public Health for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of public health for 1996-97 and 1999-2000, see ED 442 407. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; *Public Health; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of

Students; High Schools; *Information Dissemination; User Needs (Information); *World Wide Web

The college choice process has taken on new levels of complexity as the Web has grown in both importance and pervasiveness. Admissions offices struggle to balance their resource investment in the Web and traditional publications. Using both qualitative and quantitative analyses, researchers examined the "persuasion" and "information" dimensions of these two ways to reach prospective students. Through focus groups and individual interviews, students expressed their opinions of Web and traditional publications, contrasting Web sites with "viewbooks." Students were also asked to "build" a Web site or viewbook. Findings support the hypothesis that prospective students perceive a college's materials differently depending on the vehicle used to present them, and that, in fact, they look to different methods of presentation for specific kinds of material. Web pages are more likely to be a source of information consulted early in the decision-making process to narrow the field or late in the process after a decision has been made. Web sites are used by students to find answers to questions they have already formulated. Viewbooks are more likely to be a vehicle of persuasion and the sources that narrows a prospective student's choices. Viewbooks are also absorbed by students in ways that lead to affective change. Viewbooks seem to work best as an individual experience. (SLD)

ED 456 788

HE 034 348

Krotseng, Marsha V.; Zaccari, Ronald M.
The Transformational Power of Strategic Planning. AIR 2001 Annual Forum Paper.

PUB DATE- 01

NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Educational Administration; *Educational Change; Higher Education; *Strategic Planning
Strategic planning is vital to the effective management of colleges and universities. It is also integral to institutional change. This case study demonstrates the critical connection between strategic planning and institutional transformation by tracing the strategic planning process for a public baccalaureate institution over a 5-year period. The paper highlights numerous changes resulting from the plan and explains these outcomes using the four frames that L. Bolman and T. Deal (1991) associate with organizational transformation: structural, human resources, political, and symbolic. By focusing on the seven major goals that comprise the strategic plan, a campus culture emerged in which the customers, the students, receive the highest priority. The strategic plan laid the foundation for the dramatic transformation that has occurred, and is still occurring, by establishing a clearly articulated vision and much-needed direction for the college. (Author/SLD)

ED 456 789

HE 034 349

Umbeach, Paul D.; Porter, Stephen R.
How Do Academic Departments Impact Student Satisfaction?
Understanding the Contextual Effects of Departments. AIR 2001

levels of progress (i.e., early, developing, advanced, or target technology) in the following focus areas: (1) teaching and learning, including the impact of technology on teacher role and collaborative learning, patterns of teacher use, frequency/design of instructional setting using digital content, curriculum areas, technology applications TEKS assessment, and patterns of student use; (2) educator preparation and development, including content of training, capabilities of educators, leadership and capabilities of administrators, models of professional development, levels of understanding and patterns of use, and technology budget allocated in technology professional development; (3) administration and support services, including vision and planning, technical support, instructional and administrative staffing, budget, and funding; and (4) infrastructure for technology, including students per computer, Internet access connectivity/speed, distance learning, local/wide area networks, and other technologies. The document also includes uses for the STaR Chart, instructions for developing a STaR profile, a glossary, educator certification and professional development standards, a list of related World Wide Web sites, information on the Educational Technology Advisory Committee, and a STaR Chart summary. (MES)

ED 456 809

IR 020 844

Technology Education Standards Rationale.

PUB DATE- 00

NOTE- 37p.; Technology Standards adopted by the State Board of Education, 9/25/00.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *State Standards

IDENTIFIERS- Arizona; *Technology Utilization

This document presents the following technology standards adopted by the Arizona Board of Education: (1) students understand the operations and functions of technology systems and are proficient in the use of technology; (2) students understand the social, ethical, and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information, and software; (3) students use technology tools to enhance learning, to increase productivity and creativity, and to construct technology-enhanced models, prepare publications, and produce other creative works; (4) building on productivity tools, students will collaborate, publish, and interact with peers, experts, and other audiences using telecommunications and media; (5) students utilize technology-based research tools to locate and collect information pertinent to the task, as well as evaluate and analyze information from a variety of sources; and (6) students use technology to make and support decisions in the process of solving real-world problems. Competencies for readiness (kindergarten), foundations (grades 1-3), essentials (grades 4-8), proficiency (grades 9-12), and distinction (honors) are listed for each standard. (Includes a glossary.) (MES)

ED 456 810

IR 020 845

Lai, Su-Huei

Principles and Suggestions for Developing Effective Web-Based

"Technical Support," "Technology Curriculum Integration," "Technology Professional Development," "Access to the Internet Outside the School Day," and "Technology for All Students." District statistics from Tech Plan Updates are discussed and given in a table at the end of the document, and include: student computer ratios, classrooms connected to the Internet, number of computers per 1 FTE technical support specialist, and number of staff per 0.5 curriculum integration. (AEF)

ED 456 826

IR 020 885

Local Technology Plan Benchmark Standards for the Year 2003.

PUB DATE- 00

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; *Benchmarking; *Computer Uses in Education; Educational Development; Educational Objectives; *Educational Planning; *Educational Technology; Elementary Secondary Education; Mission Statements; Technology Integration; *Technology Planning

IDENTIFIERS- Massachusetts

The Benchmark Standards were established by the Massachusetts Department of Education to: bring more districts into the information age; encourage every district in the state to provide an appropriate local infrastructure for information technology; help districts set realistic goals for their Local Technology Plans (LTPs); and ensure that districts remain eligible for federal and state funding. Background information for the LTP Benchmark Standards for the Year 2003 and on the Tech Plan electronic forms is provided, followed by more information on each of the Benchmark Standards: (1) Commitment to a Clear Vision and Mission Statement; (2) Access; (3) Infrastructure for Connectivity; (4) Technical Support, Technology Curriculum Integration, and Professional Development; (5) Accurate Data Reporting; and (6) Access to the Internet Outside the School Day. Appended are the Tech Plan Electronic Forms. (AEF)

ED 456 829

IR 020 886

DerMoussian, Christine Michelle

The Role of Technology in Teaching Young Writers.

PUB DATE- 01

NOTE- 37p.; Master's Thesis, Chestnut Hill College.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; *Computer Software; Computer Uses in Education; Grade 2; Learning Activities; Primary Education; Workshops; *Writing (Composition)

IDENTIFIERS- Technology Role

This study investigated what happened when the "Ultimate Writing and Creativity Center" computer program was utilized by four second grade students in an after-school writing workshop. The setting for this study was a public elementary school in a suburb of Philadelphia. The sample consisted of four students in second grade. The selection of students for this study was based on writing interest and ability shown in first grade. Two students were girls and two students were boys. The study found that using the "Ultimate Writing and Creativity Center" program

Cultural Heritage (NINCH) convened a meeting to discuss how museums and libraries are building digital collections and what business models are available to sustain them. A group of museum and library senior executives met with business and legal experts, technologists, and funders to discuss the challenges that cultural institutions face when putting collections online and to identify some models for sustainability that support the core missions and do not conflict with the internal cultures of nonprofit entities. Speakers were asked to outline the elements of their business models, describe how they were developed, and predict their prospects for the future. Six approaches are outlined, ranging from two enterprises that have been providing access to scholarly journals online for several years to new initiatives that are based on collaborations among institutions. This report summarizes the information shared by presenters, followed by the discussions that ensued among participants. Discussion of the presentations focused on the following four topics: business models, scalability, organizational impact, and sustainability. On the basis of the day's discussions, the group was asked to propose an agenda for action. In addressing the short- and long-term needs of museums and libraries, participants identified four distinct areas that deserve the greatest attention: elements of a sound business plan, elements needed to sustain digital efforts at all types of institutions, inter-institutional issues, and funding. These recommendations and next steps appear at the end of the report. An appendix includes a list of participants. (Contains 21 references.) (AEF)

ED 456 847

IR 058 195

Jewell, Timothy D.
Selection and Presentation of Commercially Available Electronic
Resources: Issues and Practices.

PUB DATE- 01

NOTE- 80p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Access to Information; *Information Sources;

Information Technology; Internet; Library Collection

Development; Online Systems; Research Libraries; Selection Tools

IDENTIFIERS- *Digital Collections; Digital Data; *Digital
Technology

This report focuses on practices related to the selection and presentation of commercially available electronic resources. As part of the Digital Library Federation's Collection Practices Initiative, the report also shares the goal of identifying and propagating practices that support the growth of sustainable and scalable collections. It looks in depth at how a number of leading research libraries select, license, present, and support the use of commercial online materials. Uncovering a variety of practices, the author is careful to identify those that converge and illuminate the most effective means for integrating commercial online materials into library collections. The main body of the report discusses 10 issues and practices related to selection and presentation. The first issue is the economic context of electronic resource selection. Discussion of this topic focuses on the two most visible means libraries have developed for dealing with the pricing of electronic resources: consortial purchasing and alternative scholarly communication initiatives. The next two sections cover selection policies and strategic plans, and

levels. The "virtual facility" envisioned by the program is intended to serve the needs of students and teachers alike at all levels (pre-K through 12, undergraduate, graduate, and lifelong learning) by providing seamless access to rich interactive learning materials and resources, marked by the breadth and depth of the subject matter addressed, and valued for their authority and reliability. The NSDL will also enhance the services of existing libraries through the intelligent retrieval of relevant information, indexing and online annotation of resources, and archiving. The NSDL program features four tracks: Core Integration, Collections, Services, and Targeted Research. In fiscal year 2000, 89 proposals were received across these tracks requesting approximately 59 million dollars. In September 2000, 29 new awards were made, and in September 2001, grants were awarded to support 35 new projects. As the NSDL program begins its second full year of project support, there are numerous challenges and opportunities that present themselves. (Contains 10 references. A list of projects of particular interest to the ERIC community is also provided.) (AEF)

ED 456 866

JC 010 560

Pocket Profile of Community Colleges: Trends & Statistics. 3rd Edition.

PUB DATE- 98

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110); Reports - Descriptive

(Program/Project Descriptions) (141)

DESCRIPTORS- Associate Degrees; College Faculty; *College Programs; *Community Colleges; Demography; Diversity (Institutional); Diversity (Student); Educational Change; Educational History; *Educational Trends; Financial Support; Salaries; School Statistics; *Statistical Data; Technical Education; Two Year Colleges

IDENTIFIERS- *American Association of Community Colleges; Association of Community College Trustees

This brief profile discusses trends and statistics for American community colleges. It identifies the top five programs at community colleges as: (1) dental hygiene; (2) manufacturing process technology; (3) telecommunications/interactive information specialists; (4) physical therapy assistant; and (5) registered nursing. Other highlights include: (1) according to 1997-1998 statistics, there are 1,130 public and independent community colleges in the United States; (2) about 46% of all first-time college freshmen attend community colleges; (3) in fall 1997, more than 5.4 million students took credit courses at community colleges, while another 5 million took non-credit courses; (4) minority enrollment in community colleges rose during the 1990s, accounting for 30% of community college enrollment at the time of this report (1998); (5) more than half of all undergraduates with disabilities attend community colleges; (6) 60% of community college students are older than 21 and 16% are older than 40; (7) nearly 50% of all community college students work full time; and (8) attending community college to obtain credits for transfer to a four-year institution remains a goal for a large segment of the student population. This profile also points out that it is no longer uncommon for a person with a college degree to attend a community college for computer courses or to otherwise update work skills. (NB)

Plastics Technology; and (2) Welding Technology. Two highlights include: (1) the Auto Body Repair and Painting program maintains a satisfactory level, but the addition of another instructor could push the program to higher levels of enrollment and quality; and (2) the Administration of Justice program's graduation/openings ratio is above satisfactory, but in an effort to increase the number of majors, survey and additional recruitment activities are being conducted. Appendices are provided for each program. Appendix A includes program descriptions, program goals, and program histories; Appendix B includes program admission requirements, program courses, and program enrollments; and Appendix C lists program faculty and advisory committees. (Includes numerous charts and tables.) (NB)

ED 456 886

JC 010 617

Mittelman, Martin

Distance Education Report, August 2001: California Community Colleges, Fiscal Years 1995-1996 through 1999-2000.

PUB DATE- 01

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Academic Accommodations (Disabilities); Access to Education; *Community Colleges; Delivery Systems; *Distance Education; *Nontraditional Education; *Online Courses; Student Attitudes; *Student Characteristics; Teacher Attitudes; *Telecourses; Two Year Colleges

IDENTIFIERS- *California Community Colleges

This report is a 7-year study of the development and implementation of Distance Education (DE) in the California Community College System during fiscal years 1995-1996 through 1999-2000. The systemwide data provide information about DE students, including age, ethnicity, gender, and disabilities. The data also include information about access, enrollment, and course completion rates, as well as student and faculty satisfaction with DE delivery mode. The report focuses on the issues raised by this research and makes recommendations to the Board of Governors for the implementation of new policies that are needed to support DE systemwide. The report offers numerous tables, including: (1) Comparison of Growth in Distance Education and Non-Distance Education; (2) Distance Education Sessions; (3) Distance Education Non-Credit and Non-Distance Education/Honored Credit Course Sessions; and (4) Number of Distance Education Courses by Type of Delivery Method. Highlights include: (1) 104,153 students were enrolled in DE courses in 1999-2000, almost 4% of total systemwide enrollment; (2) the average completion rate for credit DE courses from 1995-2000 was 52%, 13% lower than the rate for traditional courses; (3) 71% of DE students cited convenience as the reason for choosing distance education; and (4) faculty indicated a strong belief that classroom-based instruction is better in terms of the overall education experience. (NB)

ED 456 887

JC 010 618

Decker, Cory, Ed.

Guide to Technical, Trade, & Business Schools, Including All Community Colleges, 1998-2000. Northeast Edition.

PUB DATE- 00

Context Effect; Cultural Influences; Dramatic Play; Early Childhood Education; Educational Practices; *Emergent Literacy; Family Literacy; *Play; *Preschool Children; Preschool Curriculum; Program Descriptions; Theories

IDENTIFIERS- Ecological Perspective; Phonological Awareness

Noting that an examination of play from diverse perspectives deepens understanding and opens up new avenues for research and educational practice, this book brings together studies, research syntheses, and critical commentaries that examine play-literacy relationships from cognitive, ecological, and cultural perspectives. Each set of chapters is followed by a critical review. The chapters are: (1) "Bringing Books to Life: The Role of Book-Related Dramatic Play in Young Children's Literacy Learning" (Deborah Wells Rowe); (2) "The Narrative Connection: Stories and Literacy" (Greta G. Fein, Alicia E. Ardila-Rey, and Lois A. Groth); (3) "Symbolic Play, Phonological Awareness, and Literacy Skills at Three Age Levels" (Doris Bergen and Daria Mauer); (4) "Commentary--Cognitive Development, Play, and Literacy: Issues of Definition and Developmental Function" (A. D. Pellegrini and Lee Galda); (5) "Incorporating Literacy Resources into the Play Curriculum of Two Icelandic Preschools" (Johanna Einarsdottir); (6) "Supporting Literacy in Early Childhood Programs: A Challenge for the Future" (Lorraine Dunn, Sara Ann Beach, and Susan Kontos); (7) "Reading Is a Source of Entertainment: The Importance of the Home Perspective for Children's Literacy Development" (Susan Sonnenschein, Linda Baker, Robert Serpell, and Diane Schmidt); (8) "Through the Bioecological Lens: Some Observations of Literacy in Play as a Proximal Process" (Kathleen A. Roskos); (9) "Commentary--Play, Literacy, and Ecology: Implications for Early Educational Research and Practice" (James E. Johnson); (10) "Social Contexts for Literacy Development: A Family Literacy Program" (Susan B. Neuman); (11) "'It Would Be as Good as Snow White.": Play and Prosody" (N. Amanda Branscombe and Janet B. Taylor); (12) "Literacy, Play, and Authentic Experience" (Nigel Hall); (13) "Sociocultural Contexts of Dramatic Play: Implications for Early Education" (Jaipaul L. Roopnarine, Meera Shin, Bridget Donovan, and Preeti Suppal); and (14) "Commentary--Constructing Sociocultural Approaches to Literacy Education" (Artin Goncu and Eleni Katsarou). (Contains 547 references.) (KB)

ED 456 905

PS 029 745

Booth, Alan, Ed.; Crouter, Ann C., Ed.
Does It Take a Village? Community Effects on Children,
Adolescents, and Families.

PUB DATE- 01

NOTE- 263p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- *Adolescents; At Risk Persons; Behavior Problems;
Child Development; Child Rearing; *Children; Community Action;
*Community Influence; *Community Role; Community Support;
Economic Opportunities; *Family (Sociological Unit); Ghettoes;
Inner City; Local Norms; Models; Neighborhoods; Public Policy;
Reference Groups; Resilience (Personality); Social Support
Groups; Theories; Urban Areas; Well Being; Youth Problems
IDENTIFIERS- Ecological Perspective; *Family Community
Relationship; *Family Functioning

Although our society has made substantial investments in research and programs based on the idea that communities affect families and children, significant questions have emerged about the validity of the link between communities, children, and

"Effective Conferencing with Families in the First Collection"; and (10) "The Second Collection and Conference." The book's five appendices include portfolio forms in English and Spanish, sample forms using criteria from other assessment systems, and information on quantifying and aggregating data from the focused portfolios process. (KB)

ED 456 923

PS 029 766

Barry, Virginia M., Ed.; Cantor, Patricia, Ed.
Focus on Infants & Toddlers (Ages 0-3): A Quarterly Newsletter
for the Education Community, 2000-2001.

PUB DATE- 01

NOTE- 34p.; Published quarterly. For volume 12, see ED 454 992.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Child Caregivers; Child Development; *Child Rearing;
Classroom Techniques; *Computer Uses in Education; Cultural
Differences; Day Care; Discipline; Educational Technology;
*Employer Supported Day Care; *Infant Care; Infants; Parent
Attitudes; Personal Narratives; Preschool Education; *Prosocial
Behavior; Timeout; Toddlers; Toilet Training

These four quarterly newsletter issues address various topics of interest to child caregivers. Each issue includes articles on a specific theme, along with regular news or a column by an AECI Executive Board vice president. The Fall 2000 issue focuses on the special features and unique concerns of employer-sponsored child care, with one article discussing the development of the child care center at Brookhaven National Laboratories and another article exploring the administrator's role in building relationships with families in employer-supported programs. The Winter 2000 issue concerns cultural differences in child rearing practices. One article provides a mother's account of her experiences as a first-time mother from New Hampshire living in the Dominican Republic. The second article compares one mother's experiences with toilet training her children in China and the United States. Both articles express appreciation of the challenges and rewards of cultural differences and offer insights into how they negotiated those differences. The Spring 2001 issue offers some perspectives on helping young children learn to regulate their own behavior and get along with others, highlighting the primary importance of respecting young children. Articles focus on promoting prosocial behavior in the classroom and using timeout effectively. The Summer 2001 issue focuses on the use of computers with toddlers and includes articles on parents' beliefs and practices, when to introduce children to computers, and educators' recommendations regarding using computers with very young children. (KB)

ED 456 924

PS 029 767

Newman, Rita, Ed.; Hearron, Patricia, Ed.
Focus on Pre-K & K (Ages 4-6): A Quarterly Newsletter for the
Education Community, 2000-2001.

PUB DATE- 01

NOTE- 34p.; Published quarterly.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Brain; Class Activities; *Curriculum Enrichment;
Disabilities; Early Childhood Education; *Family School
Relationship; Field Trips; *Kindergarten; Learning Activities;
Learning Centers (Classroom); Newsletters; Parent Teacher

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Beliefs; Case Studies; *Child Development; *Children; Cognitive Development; *Context Effect; Cross Cultural Studies; Cultural Differences; *Cultural Influences; Economic Factors; Elementary Education; Emergent Literacy; Family Environment; Individual Activities; Models; Parent Attitudes; Planning; *Play; *Socialization; Theories

IDENTIFIERS- Activity Settings; Activity Theory; Vygotsky (Lev S)
Stressing that children's development in diverse cultures follows different paths, this book describes children's development in its cultural context. The book illustrates that the everyday work, school, and play activities provided for children vary from one culture to another depending on the social and economic structure of the cultures and adult beliefs about what is valuable for children's participation to secure optimal development. The chapters are: (1) "Children's and Researchers' Engagement in the World" (Artin Gonou); (2) "Children's Daily Lives in a Mayan Village: A Case Study of Culturally Constructed Roles and Activities" (Suzanne Gaskins); (3) "Cultural Heterogeneity: Parental Values and Beliefs and Their Preschoolers' Activities in the United States, South Korea, Russia, and Estonia" (Jonathan Tudge, and others); (4) "Activity Setting Analysis: A Model for Examining the Role of Culture in Development" (Jo Ann M. Farver); (5) "The Pragmatics of Caregiver-Child Pretending at Home: Understanding Culturally Specific Socialization Practices" (Wendy L. Haight); (6) "Children's Play as Cultural Activity" (Artin Gonou, Ute Tuermer, Jyoti Jain, and Danielle Johnson); (7) "Everyday Opportunities for the Development of Planning Skills: Sociocultural and Family Influences" (Mary Gauvain); (8) "Supportive Environments for Cognitive Development: Illustrations from Children's Mathematical Activities outside of School" (Steven A. Guberman); and (9) "Becoming Literate in the Borderlands" (Christine C. Pappas). (Each chapter contains references.) (KB)

ED 456 943

PS 029 817

Pongase en accion! Materiales para actividades despues de la escuela (Get into Action! Afterschool Action Kit).

SPONS. AGENCY- J.C. Penney Co., Inc., New York, NY.; Department of Education, Washington, DC.; Mott (C.S.) Foundation, Flint, MI.; Advertising Council, Inc., New York, NY.

PUB DATE- 81

NOTE- 25p.; For English version, see ED 445 806. Additional funding provided by the Entertainment Industry Foundation and the Creative Artists Agency Foundation.

LANGUAGE- Spanish

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; *After School Education; *After School Programs; Check Lists; Children; *Elementary School Students; Elementary Secondary Education; Evaluation Criteria; Program Development; Program Effectiveness; *Secondary School Students

IDENTIFIERS- Program Characteristics

Noting that after-school programs are a critical link to helping children become successful adults, this Spanish-language kit explains what after-school programs can and should do for young people and how to locate or start an after-school program. The kit provides a rationale for developing after-school programs,

Papers, "Papers Presented at..." (150)
 DESCRIPTORS- Employed Women; Employment Patterns; *Fatherless Family; Feminization of Poverty; Income; Policy Analysis; *Poverty; Public Policy; *Rural Family; Rural Urban Differences; Rural Women; *Welfare Recipients; *Welfare Reform; *Working Poor
 IDENTIFIERS- Personal Responsibility and Work Opp Recon Act
 This paper documents changing rates of poverty, sources of income, and employment among rural female-headed families with children, focusing on the effects of welfare reform. Data from the Current Population Survey show that from 1989 through 1999, especially since passage of the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA) of 1996, rural poverty rates have declined among female-headed families and their children. Rates of welfare receipt also have dropped dramatically, and labor force participation has increased along with average earnings. Moreover, the income of all rural female-headed families with children increased on average over the past few years. The data also tell of persistent rural-urban inequality. More than 4 in 10 rural female-headed families were poor, and about half of these had income that was less than half of the poverty income threshold. This happened even though the share of rural female heads who were employed grew and average earnings rose. The problem today is that one-third of working rural female heads are in poverty, a rate higher than at any time during the period examined. Moreover, the rise in the proportion of rural female heads with earnings has not kept pace with the large decrease since the passage of PRWORA in the proportion with welfare income. Neither unbridled optimism nor pessimism about future trends in rural poverty is warranted, especially as the "hardest cases" and other nonworking welfare-dependent mothers run up against time limits for welfare receipt. (Contains 73 references and 12 tables.) (Author/TD)

ED 456 961

RC 023 149

Torres, Cruz C.

Latinos in the South: Education Trends and Outcomes.

PUB DATE- 01

NOTE- 28p.; Paper presented at the Annual Meeting of the Southern Rural Sociological Association (Fort Worth, TX, January 27-31, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Numerical/Quantitative Data (110), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Disadvantaged; Dropout Rate; Early Childhood Education; Educational Attainment; Educational Needs; Elementary Secondary Education; *Enrollment; *Equal Education; *Hispanic American Students; Migration Patterns; Outcomes of Education; Population Trends

IDENTIFIERS- Institutional Discrimination; Latinos; *United States (South)

Latinos are moving out of historically Hispanic communities in Texas and Florida and relocating in the deep South. This demographic change can disrupt social patterns, add tension to social relations, and change the character of social institutions such as schools. Population projections indicate school enrollment for Whites will decrease and Hispanic and other minority enrollments will increase. The most significant challenge facing the Latino community is the low educational achievement level among Latinos. Over the last 2 decades, the Latino-White high school completion gap has persisted around 30

Self-Determination"; and "The Perpetual Education Report."
(Contains 38 references and an index.) (SV)

ED 456 979

RC 023 179

Robertson, Elizabeth B., Ed.; Sloboda, Zili, Ed.; Boyd, Gayle M., Ed.; Beatty, Lula, Ed.; Kozel, Nicholas J., Ed.
Rural Substance Abuse: State of Knowledge and Issues. NIDA
Research Monograph 166.

PUB DATE- 97

NOTE- 552p.; For selected individual papers, see RC 023 179-191.

LANGUAGE- English

EDRS Price- MF02/PC23 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Alcohol Abuse; At Risk Persons; Delivery Systems;
Drug Abuse; Educational Needs; Health Behavior; Health
Promotion; Illegal Drug Use; Intervention; *Minority Groups;
*Prevention; Research Needs; Rural Areas; *Rural Population;
*Rural Youth; Social Environment; *Substance Abuse; Youth
Problems

This research monograph is based on papers from a technical review meeting of the same name, held April 26-27, 1994. It provides information about the special nature or context of rural communities that might impact patterns of drug and alcohol consumption and delivery of prevention and treatment services; health, social, and economic consequences of substance abuse; and special needs of rural subpopulations. Many papers include a focus on youth. The selected papers are: "Introduction: Drug and Alcohol Abuse in Rural America" (Zili Sloboda, Eric Rosenquist, Jan Howard); "The Social Context of Substance Abuse: A Developmental Perspective" (Rand D. Conger); "The Special Nature of Rural America" (Rand D. Conger); "Drug and Alcohol Use among Youth in Rural Communities" (Ruth W. Edwards); "Traffic and Illegal Production of Drugs in Rural America" (Patrick J. O'Dea, Barbara Murphy, Cecilia Balzer); "Risk and Protective Factors for Drug Use among Rural American Youth" (E. R. Oetting, R. W. Edwards, K. Kelly, F. Beauvais); "Introduction: Health, Social, and Economic Consequences" (Gayle M. Boyd); "Health Consequences of Alcohol Use in Rural America" (Gene M. Brody, Eileen Neubaum, Gayle M. Boyd, Mary Dufour); "Health Consequences of Rural Illicit Drug Use: Questions without Answers" (Dennis G. Fisher, Henry H. Cagle, Dawn C. Davis, Andrea M. Fenaughty, Theresa Kuhrt-Hunstiger, Susan R. Fison); "Social and Economic Consequences of Rural Alcohol Use" (Kelly J. Kelleher, James M. Robbins); "The Economic and Social Costs of Drug Abuse among the Rural Population" (Joseph F. Donnermeyer); "Introduction: Interventions and Services" (Elizabeth B. Robertson); "The Prevention of Alcohol Use by Rural Youth" (Carol M. O'Onofrio); "A Drug Abuse Prevention Strategy for Rural America" (Anthony Biglan, Terry Duncanson, A. Blair Irvine, Dennis Ary, Keith Smolkowski, Lisa James); "In Living Context: An Interdisciplinary Approach to Rethinking Rural Prevention" (Gordon Karim); "Introduction to Mental Health Service Delivery in Rural Areas" (Elizabeth B. Robertson); "Mental Health Service Delivery in Rural Areas: Organizational and Clinical Issues" (Morton O. Wagenfeld, J. Dennis Murray, Dennis F. Mohatt, Jeanne C. DeBruyn); "Introduction: Drug Abuse among Rural Ethnic and Migrant Populations" (Lula A. Beatty); "Alcohol and Drug Abuse by Migrant Farmworkers: Past Research and Future Priorities" (James M. Watson); "Culturally Competent Substance Abuse Prevention Research among Rural Native American Communities" (Jerry Stubben); "Substance Abuse in Rural African-American Populations" (Marvin P. Dawkins, Mary M. Williams);

Alessandro
Actions for a New Industrial Engineering Curriculum Based on a
Changing Society.

PUB DATE- 98

NOTE- 6p.; Paper presented at the International Conference on
Engineering Education (Rio de Janeiro, Brazil, August 17-20,
1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- *Curriculum Development; *Educational Change;
*Engineering Education; Foreign Countries; Higher Education;
Labor Market

IDENTIFIERS- Brazil

Engineering schools have been interacting, more and more, with
society in a very intensive way in order to deal with its
needs, integrating them in these courses and, as a
consequence, preparing professionals with an adequate profile.
This paper shows the author's vision about the interactions
between market and communities, and which are the actions to be
taken as change agents in the academic world to achieve
flexibility and engagement for excellence. This work also shows
the author's vision about how to prepare an entrepreneur
engineer and how the industrial activities will evolve in
Brazil with these new structures. The old paradigm, "teaching,"
is now confronted with a new one, "learning," which requires
that a new dynamic interaction with teachers, students, school,
work market and society be implemented. Finally, the paper
shows what FEI (Faculdade de Engenharia Industrial) is doing to
deal with these challenges, and some questions are put forward
for reflection and debates, which are relevant for all that are
agents of development for the new engineering professionals.
(ASK)

ED 456 999

SE 065 042

Environmental Education Standards for Kansas.

PUB DATE- 00

NOTE- 83p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Curriculum Development;
Educational Change; Elementary Secondary Education;
*Environmental Education; *Learning Activities

IDENTIFIERS- *Kansas

This document is organized under three knowledge skills standards
and two process skills standards which reflect the breadth of
environmental education and its goal of environmental literacy.
Related benchmarks and indicators suggesting appropriate
expectations for learner performance and achievement at
specific grade levels (fourth, eighth, and twelfth grades)
follow each standard. Each standard in the main body of the
document contains a series of benchmarks that describe what
students should know and be able to do at a specified time in
their schooling. Each benchmark contains a series of indicators
that identify what it means for students to meet a benchmark.
Indicators are frequently followed by examples illustrating
classroom activities for meeting the standards. (ASK)

ED 457 000

SE 065 144

This document outlines the content standards for mathematics in the state of North Carolina. It is organized into four sets of grade levels: K-2; 3-5; 6-8; and high school courses. This guide establishes competency goals and objectives for the teaching and learning of mathematics in North Carolina. Outlines of the state position on such topics as technology, student learning, and professional development are also included. The standards themselves list competency objectives for students at various pre-high school grade levels under four headings: (1) Number Sense, Numeration and Numerical Operations; (2) Spatial Sense, Measurement, and Geometry; (3) Patterns, Relationships, and Functions; and (4) Data, Probability, and Statistics. High school standards are addressed on a course-by-course basis for Algebra I, Technical Mathematics, Integrated Mathematics, and others. (MM)

ED 457 027

SE 065 192

Leung, Frederick K. S.

In Search of an East Asian Identity in Mathematics Education--The Legacy of an Old Culture and the Impact of Modern Technology.

PUB DATE- 00

NOTE- 13p.; Paper presented at the Annual International Congress on Mathematics Education (9th, Tokyo, Japan, August 1-4, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(14); Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- *Comparative Education; *Cultural Influences; Educational Technology; Foreign Countries; Foreign Culture; Mathematics Instruction; Pedagogical Content Knowledge; Secondary Education

IDENTIFIERS- *Asia (East)

This paper reports on an attempt to formulate an East Asian theory of mathematics education. Six features of East Asian mathematics education are discussed and contrasted with features and values in Western education. These factors include product versus process, rote learning versus meaningful learning, extrinsic versus intrinsic motivation, and subject matter knowledge versus pedagogical knowledge in teachers. The impact of modern technology on the teaching of mathematics is also discussed. (Contains 29 references.) (MM)

ED 457 028

SE 065 229

Jankowski, John E.; Link, Albert N.; Vonortas, Nicholas S. Strategic Research Partnerships: Proceedings from an NSF Workshop (Washington, D.C., October 13, 2000). Special Report.

PUB DATE- 01

NOTE- 263p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Biotechnology; *Economics; Foreign Countries;

*Research and Development

IDENTIFIERS- Asia; Europe; Japan; National Science Foundation;

*Partnership in Research

This document contains the proceedings from the National Science Foundation (NSF) Workshop on Strategic Research Partnerships. Papers include: (1) "Strategic Research Partnerships: Results of the Workshop" (Albert N. Link and Nicholas S. Vonortas); (2) "Strategic Research Partnerships: Evidence and Analysis"

California's Classrooms to the World.

PUB DATE- 99

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Economics; *Foreign Countries;

*Futures (of Society); Grade 10; High Schools;

Interdisciplinary Approach; *International Relations; *National

Security; Political Issues; Role Playing; Social Studies; State

Standards; *Student Participation; Student Research

IDENTIFIERS- *China; *Cultural Change; Cultural Revolution

(China); United States; Writing Tasks

In this unit, students prepare a report on China, specifically on the relevance of key events in China's recent history (The Communist Revolution, The Great Leap Forward, The Cultural Revolution, Tiananmen Square) to its current economic and political changes. Students assume the role of presidential advisors who are expected to know the present day issues in China and to predict what will happen regarding these issues. Students are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's notes describe the unit's purpose, explain its correlation to history/social science and language arts standards, and suggest day-by-day teaching strategies. (BT)

ED 457 050

80 031 490

Antilla, Madeline; DeMonet, J.

Latin American Marketing Project. Grade 10 Lesson. Schools of

California Online Resources for Education (SCORE): Connecting

California's Classrooms to the World.

PUB DATE- 99

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051); Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; Area Studies; *Business;

Cooperative Learning; Economics; *Feasibility Studies; Foreign

Countries; Grade 10; High Schools; Interdisciplinary Approach;

Internet; *Marketing; Role Playing; Social Studies; Student

Research

IDENTIFIERS- *Latin America

In this lesson, students work as marketing teams hired by a U.S. fast food company to study the feasibility of selling fast food in Latin America. Teams are composed of cultural, production, marketing, and advertising experts. Each marketing team will investigate a product and a Latin American country. Teams will present their research and recommend whether or not the company should enter the Latin American market. Students are provided with background information, detailed instructions, and on-line resources. The teacher's notes explain the application of history/social science and language arts standards and suggest teaching strategies. (BB)

ED 457 051

80 031 491

Westphal, Leanne

Project Helping Hands. Grade 10 Lesson. Schools of California

Online Resources for Education (SCORE): Connecting California's

ED 457 074

SO 031 969

Cutler, William W., III

Parents and Schools: The 150-Year Struggle for Control in American Education.

PUB DATE- 00

NOTE- 290p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Historical Materials (060)

DESCRIPTORS- *Educational Change; *Educational History; *Educational Policy; Educational Practices; Elementary Secondary Education; *Parent School Relationship; Politics of Education; *Public Schools

IDENTIFIERS- Educational Issues; *Parent Teacher Association; *Power Struggles

Who holds the ultimate authority for the education of U.S. children--teachers or parents? Although the relationship between home and school has changed dramatically over the decades, this book argues that it has always been a political one. The book also uncovers how and why the balance of power has shifted over time. Starting with parental dominance in the mid-nineteenth century, the book chronicles how schools' growing bureaucratization and professionalization allowed educators to gain increasing control over the schooling and lives of the children they taught. At the center of the story are parent-teacher associations (PTAs), which played a crucial role in transforming an adversarial parent-teacher relationship into a collaborative one. The book reveals how disagreements among the PTAs' national, regional, and local leaders sometimes undermined the organization's effectiveness and shows the ways in which parents have been controlled by educators through PTAs. In the 1920s and 1930s, schools expanded their responsibility for children's well-being outside the classroom and sowed the seeds for later conflict as schools came to be held accountable for solving society's problems. Finally chronicled are recent decades, in which a breakdown of trust, racial tension, and parents' rights have once again placed parents and schools at odds. Following an introduction, chapters in the book are: (1) "From Adversaries to Advocates"; (2) "Home Rule or Ruled at Home?"; (3) "In Search of Influence or Authority?"; (4) "Heard but Not Seen"; (5) "Twenty-Four Hours a Day"; (6) "From Advocates to Adversaries"; and "Epilogue: Recurring Themes." (Each chapter includes notes. Contains 9 illustrations and a bibliographic note.) (BT)

ED 457 075

SO 032 276

Legemann, Ellen Condliffe

An Elusive Science: The Troubling History of Education Research.

PUB DATE- 00

NOTE- 302p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational History; *Educational Research; Elementary Secondary Education; *Government Role; Intellectual Disciplines; Public Schools; Teacher Education

IDENTIFIERS- Dewey (John); *Educational Issues; James (William); *Research in Education; Social Needs

This book explains how and why education research has come to

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizen Participation; *Citizenship Education;
*Democracy; *Government Role; High Schools; Law Related
Education; *Legislators; *Political Science; Social Studies;
United States Government (Course)

IDENTIFIERS- Special Interest Groups; *Youth Participation

The National Conference of State Legislatures (NCSL) has designated the week of September 17-21, 2001, as "Back to School Week." During this week, state legislators from throughout the country are encouraged by NCSL to contact principals and teachers in their respective districts and arrange for classroom visits to help students understand the pressures, conflicts, and difficulties that legislators deal with in trying to solve public problems. In general, these lesson plans outline for students the importance of representative democracy, the message that their voices count, and the valid role of special interest groups in the process. This booklet contains four lesson plans: "How Do Teenagers Get a Voice?"; "Don't We All Agree?: Recognizing the Importance of Diversity in Public Policy Making"; "Whose Special Interests? The Role of 'Special Interest Groups' in Legislation"; and "Why Compromise? The Importance of Compromise in a Representative Democracy." Each lesson plan provides a rationale; lists educational objectives; suggests ideas for background preparation and materials; notes time requirements for the lesson; and provides assignments and detailed instructions to define the particular issue. A follow-up lesson (some with numerous issue questions for discussion and others with activities) is included with each lesson plan. (BT)

ED 457 096

SO 032 969

Elnicki, Chris; Johnson, Jackie; Mable, Lori; O'Brien, Colleen
America's Legislators Back to School Week--Middle School Lesson
Plans. Trust for Representative Democracy.

PUB DATE- 01

NOTE- 54p.; For similar lesson plans for high school, see SO 032
968. For similar lesson plans for elementary school, see SO 032
970. Project supported by a Robert H. Michel Civic Education
Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizen Participation; *Citizenship Education;
*Democracy; *Government Role; Law Related Education;
*Legislators; Middle Schools; *Political Science; Social
Studies; United States Government (Course)

IDENTIFIERS- Classroom Visitors; National Civics and Government
Standards; National Conference of State Legislatures

The National Conference of State Legislatures (NCSL) has designated the week of September 17-21, 2001, as "Back to School Week." During this week, state legislators from throughout the country are encouraged by NCSL to contact principals and teachers in their respective districts and arrange for classroom visits to help students understand the pressures, conflicts, and difficulties that legislators deal with in trying to solve public problems. This booklet contains lesson plans for teachers and state legislators to use in middle school classrooms during that week. Using outside resource persons to co-teach lessons with classroom teachers in

IDENTIFIERS- Germany; *Holocaust; Hungary; Poland

For students, the study of the Holocaust encourages discussion about prejudice and justice, shame and dignity, hopelessness and faith, and engages them in debate about the moral and ethical behavior of humankind. Introducing students to the personal narrative, fiction, and poetry allows them to hear a narrative voice recount the facts of this historical time and helps them understand the emotions surrounding the events of the Holocaust. This resource guide's lesson plans and suggestions for writing and research projects are designed to reach all levels of academic study. The guide's chapters on music and art act as supplemental material for lessons on the literature. The guide contains a select bibliography and research sources, glossaries, character lists, suggested reading for teachers and students, and a list of documentary and artistic films. The guide is divided into the following broad sections (which are subdivided into separate literature selections or chapters): "Short Stories"; "Books"; "Poetry of the Holocaust"; "Art: Before, During, and After World War II"; and "Music of the Holocaust." The three literature chapters have brief plot summaries of each piece of literature and include analyses of symbolism, imagery, language, and style, and their roles in developing a historical understanding of the Holocaust years. Featured short stories include: "The Last of the Just"; "The Quay"; "A Scrap of Time." Featured books include: "Stones from the River"; "Seed of Sarah"; "Night"; "This Way for the Gas, Ladies and Gentlemen"; "If Not Now, When?"; "The Shawl, and Rosa"; and "Maus." (BT)

ED 457 116

SO 033 013

Gender Equity Expert Panel: Exemplary & Promising Gender Equity Programs, 2000.

PUB DATE- 01

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC93 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Demonstration Programs; Females; Gender Issues; Higher Education; *Program Descriptions; *Program Evaluation; *Sex Fairness; Teacher Education; Vocational Education

IDENTIFIERS- Panel Reviews; *Program Review

The U.S. Department of Education developed the Gender Equity Expert Panel to identify promising and exemplary programs that promote gender equity in and through education. This panel of experts reviewed self-nominated programs to determine whether they met four criteria: evidence of success/effectiveness in promoting gender equity; quality of the program; educational significance; and usefulness to others/replicability. Submitted for review during the review cycle from 1996-99 were 100 gender equity products, programs, and policies. Eleven exemplary and promising programs are recommended here. The updated reviews in this report provide descriptive and evaluative information on the 11 programs, one recommended as exemplary and 10 as promising. The 11 summary reviews in the report are grouped into four topics areas that generally correspond to expert subpanels: gender equity in vocational/technical education and school-to-work; gender equity in mathematics, science, and technology; prevention of violence and sexual and racial harassment in higher education; and gender equity in teacher education and professional development. (BT)

ED 457 117

SO 033 014

autobiography, others' stories, personal reflections on practice, and cases. Textbooks for preservice teachers are beginning to reflect the importance of teacher lore. Using teacher lore with inservice teachers can be accomplished through teacher research, graduate coursework, other professional development possibilities, and teacher evaluation. Using teacher lore with other stakeholders can help improve the decisions of educational policymakers and the understanding by the general public of what is going on in schools. (Contains 42 resources and 51 references.) (SH)

ED 457 135

SP 040 212

Gil-Garcia, Ana; Canizales, Rosario
Commanding Strategies by Hispanic Students as They Think about Their Own Thinking Process.

PUB DATE- 01

NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Phoenix, AZ, February 20-24, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Students; Elementary School Students; Faculty Development; Grade 6; Hispanic American Students; Intermediate Grades; Learning Strategies; Metacognition; Reading Comprehension; Reading Skills; Thinking Skills

IDENTIFIERS- Chicago Public Schools IL

This study examined meta-cognitive strategies utilized by bilingual, Hispanic 6th graders from three Chicago public schools that had embraced a staff development initiative designed to help increase Hispanic students' reading comprehension levels. The Strategic Teaching and Reading Project (STRP) emphasizes five basic comprehension strategies: meta-cognition, prior knowledge, inferencing, word meaning, and text structure. It is based on a constructivist approach to reading and grounded in a five-phase professional development model that includes: building a knowledge base, observing models and examples, reflecting on one's own practice, changing one's practice, and gaining expertise. Participating students read a short passage, then completed the Meta-Cognitive Form for Younger Students, which determined the degree of use of meta-cognitive strategies. Three months after receiving the STRP training and completing the pre-intervention data collection using the Meta-Cognitive Interview Form, six teachers were observed in their classrooms using a checklist about meta-cognition before, during, and after the lesson. Results indicated that the STRP provided teachers with meta-cognitive tools before, during, and after lessons. The meta-cognitive strategy was highly apparent in students following the training. Students benefited from instruction in meta-cognitive strategies. One area of positive change was students' use of self-generated questions. (Contains 23 references.) (SH)

ED 457 136

SP 040 213

Leadership for Student Learning: Redefining the Teacher as Leader. School Leadership for the 21st Century Initiative. A Report of the Task Force on Teacher Leadership.

SPONS. AGENCY- Metropolitan Life Foundation.; Office of Educational Research and Improvement (ED), Washington, DC.; Ford Foundation, New York, NY.; UPS Foundation, Inc., Greenwich, CT.; Carnegie Corp. of New York, NY.

The Consistency of Systematic Classroom Observations in Urban Schools.

SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 81

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; Research Methodology; Teacher Behavior; Teacher Evaluation; Teacher Student Relationship; Urban Schools

This study investigated the consistency of classroom process variables. Four teachers representing the primary, intermediate, middle, and high school levels of instruction were observed for extended periods of time. Information about four classroom process variables was collected using the Five-Minute Observation component of the SRI Classroom Observation System. The process variables were: initiator of the classroom interactions, recipient of the interactions, intent of the interactions, and type and effect of the interactions. Spearman Rank Order correlations indicated high levels of consistency for the process variables for the four teachers over repeated classroom observations. Content analysis of the teachers' pattern of interactions showed that for three of the four teachers, classroom process variables remained consistent when the primary and intermediate level teachers taught different content to the same group of students and when the high school teacher taught the same content to different groups of students. Limitations of the study and findings are discussed in relation to previous and future research. (Contains 7 tables and 24 references.) (Author/SN)

ED 457 156

SP 046 266

Schlapp, Ursula; Wilson, Valerie; Davidson, Julia
"An Extra Pair of Hands?" Evaluation of the Classroom Assistants Initiative. Interim Report. SCRE Research Report Series.

SPONS. AGENCY- Scottish Executive Education Dept., Edinburgh.
PUB DATE- 81

NOTE- 89p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Foreign Countries; Paraprofessional School Personnel; Program Effectiveness; Program Evaluation; Teacher Attitudes; Teacher Student Relationship; Time Management
IDENTIFIERS- Scotland

This report presents an evaluation of the Scottish classroom assistants initiative. The evaluation explored: the relationship between student achievement and use of classroom assistants; whether the initiative enabled better utilization of teachers' time; and the effects of the initiative on classroom interaction and students' learning experiences. Data collection involved education authorities' reports of their pilot programs and surveys and observations of a national sample of education authorities and schools. Key findings include: by August 2000, there were approximately 2,500 classroom assistants in Scottish schools; most assistants were women ages 35-44 years; assistants possessed a variety of educational qualifications; most assistants had previous experience in schools; most were very satisfied with their jobs; most teachers and principals were very satisfied with their assistants; teachers perceived that assistants had

was students in grades 9 through 12 enrolled in driver education at a high school in an affluent suburb near a large city. The problem of a lack of a consistent assessment tool within the department was documented by anecdotal records of department meetings, surveys of teachers, and individual interviews with teachers. Analysis of the probable causes of the problem indicated the current lack of assessment instruments, and a lack of training or familiarity with the method as a major source of the inconsistency. The inconsistency affected interrater reliability and the consistency for the individual raters themselves. Review of the research indicated that raters easily introduce error into scores because of unfamiliarity or inadequate training related to the rating scale. A review of the solution strategies adopted by other researchers resulted in the development of a teacher-generated progress report for driver's education laboratory students to be updated three or more times per semester, a scoring rubric for lab students, and departmental workshops on proper implementation and consistent usage. Two driver's education classes of seven and eight students each were divided into four lab groups of two students, with one group consisting of only one student. Assessment sessions occurred every fourth day of the month-long summer session, with two raters independently observing and assessing the same lab session using the assessment instrument. The instrument showed high levels of consistent scoring between raters, and teachers and students appeared to benefit. (Contains 26 references.) (Author/BLD)

ED 457 175

TM 033 265

The Development of STAR Early Literacy. Report.

PUB DATE- 01

NOTE- 14p.; School Renaissance Institute, Inc. became Renaissance Learning, Inc.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- Adaptive Testing; *Beginning Reading; *Computer Assisted Testing; Diagnostic Tests; Early Childhood Education; *Emergent Literacy; Reading Readiness; Screening Tests; *Test Construction; *Validity

This report describes the development and testing of a computerized early literacy diagnostic assessment for students in prekindergarten to grade 3 that can measure skills across a variety of preliteracy and reading domains. The STAR Early Literacy assessment was developed by a team of more than 50 people, including literacy experts, psychometricians, item developers, graphic artists, audio experts, and software engineers. More than 50,000 students in 400 schools across the United States participated in STAR Early Literacy assessment development. STAR Early Literacy is a computer-adaptive assessment and database that helps educators identify a student's command of phonemic awareness, phonics, general readiness, graphophonemic knowledge, comprehension, structural analysis, and vocabulary in approximately 10 minutes. It is designed to be a low-stakes assessment that gives teachers a tool to align instruction to the needs of each student even though students require little teacher assistance while taking the assessment. Details are provided about content specification, item development, software and user interface design features. Also reported are the prototype research study involving 1,500 children from grades prekindergarten through 2 and the item calibration study involving 32,257 students in 300

correlated trait composites, mathematics and reading comprehension. The first condition used information provided by in-scale items alone, while the second condition used information provided by in- and out-of-scale items together in computing the total information provided for simulees at their true ability levels. Information gains and associated bias and standard error measures were reported. Overall, information provided for simulees was higher for the second condition. Information provided increased approximately 17% for simulees on the reading comprehension and mathematics CATs when items were allowed to contribute information to both CATs (with their out-of-scale parameters). Results show that out-of-scale information can be used to improve a given measurement procedure without increasing the test length and testing time. For this reason, it merits further exploration. (Contains 6 figures, 2 tables, and 26 references.) (Author/SLD)

ED 457 195

TM 033 293

Capar, Nilufer K.

Analyzing Multidimensional Response Data Structure Represented by Unidimensional IRT Models To Increase the Precision of Scoring Using Out-of-Scale Information.

PUB DATE- 80

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; Adaptive Testing; Computer Assisted Testing; Item Response Theory; Mathematics; Reading Comprehension; Scoring; Scores; Simulation; Test Bias; Test Items

This study investigated specific conditions under which out-of-scale information improves measurement precision and the factors that influence the degree of reliability gains and the amount of bias induced in the reported scores when out-of-scale information is used. In-scale information is information that an item provides for a composite trait to which it is specifically classified by a content review. Out-of-scale information is defined as information that an item provides for a composite trait other than the composite to which it is specifically classified. Computer simulated two-dimensional data were used to investigate the effects of various factors in the precision of reported scores computed with and without out-of-scale information. Different testing conditions were specified to compare the performance of the traditional information computation method (in-scale information alone; Method A) and the alternative method (in- and out-of-scale information together; Method B). The findings for standard error indicate that random measurement error is more evident with Method A. Bias results show that ability estimates at high and low theta levels are pulled toward the mean with both methods. The root mean square errors reflecting the combined effects of standard errors and bias differed with different conditions and test lengths, as discussed. The choice between the in-scale and out-of-scale procedures would seem to depend primarily on standard error and bias. Because Method B resulted in lower standard errors and usually performed better with the short test moderate discrimination conditions, this alternative method is likely to be attractive. Using out-of-scale information is likely to produce reliable subscores that can be used for diagnostic purposes. (Contains 4 tables, 11 figures, and 25 references.) (SLD)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; Education Majors;
Elementary Secondary Education; Higher Education; Preservice
Teacher Education; *Preservice Teachers; *Recall (Psychology);
Special Education; *Special Education Teachers; *Stimuli;
Transfer of Training; Videotape Recordings
IDENTIFIERS- *Expertise; Experts

This study investigated whether stimulated recall could facilitate the transfer of expertise through the provision of models of expert special educators in real-world context to student teachers. Participants were 19 special education teachers with at least 5 years of experience who were recognized as superior special education teachers by their supervisors. Data, which included interviews, videotaping, and observations, were collected by five different researchers. After each observation and videotaping a stimulated recall procedure took place with the teacher to obtain reflections about the classroom interactions or consultations. Field notes and transcripts added to knowledge about the content and nature of instructional thinking by these expert special education teachers. In the second phase of the project 33 preservice special education teachers participated. Fourteen of these students received supplemental training developed from the first phase of the study, and the other 19 served as a control group. Stimulated recall was also used with the experimental and control groups after they had spent 2 months at their student teaching placements. Findings show that it was possible to design contextually rich cases of effective special educators and to use these in instruction for preservice teachers. Both expert teachers and preservice teachers became comfortable with the stimulated recall technique. The technique is easily implemented and requires a minimum of supervision on the part of the teacher educator while producing a maximum opportunity for reflective thought. (Contains 23 references.) (SLD)

ED 457 215

TM 033 313

Shermis, Mark D.; Averitt, Jason
Security for Web-Based Tests.
PUB DATE- 01

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Some text may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Testing; Computer Security;
Performance Based Assessment; Testing Problems; *World Wide Web
IDENTIFIERS- *Test Security

The purpose of this paper is to enumerate a series of security steps that might be taken by those researchers or organizations that are contemplating Web-based tests and performance assessments. From a security viewpoint, much of what goes on with Web-based transactions is similar to other general computer activity, but the recommendations here focus on what can be done to avoid the loss, compromising, or modification of data collected by or stored through the Internet. Among the security actions discussed are: (1) recovering from disasters; (2) development of security policies; (3) user-end security;

01, see HE 034 283-336.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Managerial Occupations; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index
This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for faculty in Business/Managerial Economics at 113 public and 86 private institutions for 2000-2001, with a comparable number for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$66,935 for 766 faculty in public institutions was approximately 18% higher than the average salary for all faculty in all major fields. The average salary increase was 0.3% per year for public institutions and 2.1% per year for private institutions above the cost of living as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLO)

ED 456 733

HE 034 293

Howe, Richard D.
Salary-Trend Study of Faculty in Chemistry for the Years 1997-98 and 2000-01.
PUB DATE- 01
NOTE- 21p.; For the 1996-97 and 1999-2000 salary-trend study of faculty in chemistry, see ED 442 371. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index
This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Chemistry faculty at 273 public and 348 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Geography; Geography Instruction; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Geography faculty at 162 public and 22 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$54,868 for 956 of faculty in public institutions was approximately 3.4% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 0.9% higher than that for all faculty. The average salary increase was 0.6% per year above the cost-of-living for public institutions and 0.8% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 752

HE 034 312

Howe, Richard D.

Salary-Trend Study of Faculty in Geological and Related Sciences for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of geological and related sciences faculty for 1996-97 and 1999-2000, see ED 442 390. For other salary-trend studies for 1997-98 and 2000-01, see HE 034 283-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; *Geology; Higher Education; Intellectual Disciplines; *Private Colleges; *Public Colleges; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Geological and Related Sciences faculty at 170 public and 66 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the

the study covers salary data for Public Health faculty at 54 public and 8 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$56,039 for 473 of faculty in public institutions was approximately 1.2% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 63.1% lower than that for all faculty (only 8 institutions reported Public Health salary data). The average salary increase was 2.1% per year above the cost-of-living for public institutions and 19.3% per year above the cost-of-living for private institutions as measured by the Consumer Price Index. Appendixes contain a list of the selected academic disciplines and lists of public and private institutions participating in both studies. (SLD)

ED 456 770

HE 034 330

Howe, Richard D.

Salary-Trend Study of Faculty in Reading Teacher Education for the Years 1997-98 and 2000-01.

PUB DATE- 01

NOTE- 21p.; For the salary-trend study of reading teacher education faculty for 1996-97 and 1999-2000, see ED 442 408.

For other salary-trend studies for 1997-98 and 2000-01, see HE 034 263-336.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Intellectual Disciplines; *Preservice Teacher Education; *Private Colleges; *Public Colleges; Reading Instruction; *Reading Teachers; Statistical Data; Tables (Data); *Teacher Salaries; Trend Analysis

IDENTIFIERS- Classification of Instructional Programs; Consumer Price Index

This report is part of an annual national survey that examines salaries of full-time teaching faculty in 54 selected disciplines. Data for the study as a whole were collected from 305 public and 403 private institutions for the baseline year of 1997-1998 and the trend year of 1999-2000. This portion of the study covers salary data for Reading Teacher Education faculty at 46 public and 26 private institutions for 2000-2001, with comparable numbers for 1997-1998. Data are presented for average salaries by faculty rank, "faculty mix percent" (percentage of faculty at each rank), and "salary factors" (ratio of the average salary in the discipline to the total institution average). Salary trend information is compared for public and private institutions for each of the two study periods with trend information for all fields and with the Consumer Price Index. The study found that for the 2000-2001 period the average salary of \$56,440 for 193 faculty in public institutions was approximately 0.5% lower than the average salary for all faculty in all major fields, and the average salary for faculty in private institutions was 14.9% lower than that for all faculty. The average salary increase was 3.1% per year above the cost-of-living for public institutions and 3.0%

Annual Forum Paper.

PUB DATE- 01

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Alumni; *Departments; Grade Point Average; Graduate Surveys; Higher Education; Institutional Characteristics; Outcomes of Education; *Satisfaction; *Student Attitudes

Using multilevel modeling to analyze survey data from 1,532 alumni from a large research university, this study proposes to examine the impact that departments have on student satisfaction. Controlling for individual characteristics, researchers found that characteristics of departments such as size, faculty contact with students, research emphasis, and proportion of female undergraduates had a significant impact on satisfaction with education in the major and the perceived impact that college had on skill development. Grade point average (GPA) was a significant predictor of satisfaction with education in the major, but there appears to be no relationship between GPA and the perceived impact of college on skill development. Findings inform policy and practice in two areas. First, they suggest that individual attributes matter, and second, the study provides evidence of the impact of organizational attributes on student outcomes. (Contains 6 tables and 55 references.) (SLD)

ED 456 790

HE 034 350

Wisan, Gail; Mazma, Shirin; Pscherer, Charles P., Jr.

Comparing Online and Face-to-Face Instruction at a Large Virtual University: Data and Issues in the Measurement of Quality. AIR 2001 Annual Forum Paper.

PUB DATE- 01

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Institutional Research (41st, Long Beach, CA, June 3-6, 2001).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Distance Education; *Educational Quality; Graduate Surveys; Higher Education; *Instructional Effectiveness; Measurement Techniques; *Online Systems; *Student Attitudes; *Undergraduate Students

IDENTIFIERS- Virtual Universities

The fiscal year 2000 Alumni Survey at a large, substantially online university was used to assess undergraduate students' satisfaction with both online and face-to-face academic quality and student services. Students who had taken online classes evaluated both their online and face-to-face classes. In addition, students who took only face-to-face classes evaluated them. Responses were received from 567 graduates, representing a 31% response rate. Differences between the online and face-to-face students' ratings of face-to-face academic quality raised questions about the significance of context for self-reported data. Several of the differences in rating actually favored face-to-face among students who took only one online course. However, when students took four or more online courses, they

Lessons.

PUB DATE- 00

NOTE- 7p.; Paper presented at the Annual International Conference of the Chinese American Educational Research and Development Association (8th, Jamaica, NY, September 16-17, 2000).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Uses in Education; Educational Technology; Higher Education; *Instructional Design; *Instructional Development; Instructional Effectiveness; *World Wide Web IDENTIFIERS- Technology Implementation; *Web Based Instruction

This paper presents and discusses the following principles for planning, implementing, and evaluating World Wide Web-based lessons: (1) the roles of the teacher and students should be identified; (2) the nature of related contextual factors should be clarified before the planning session; (3) although the delivered content may differ in its degree of structural format, student participation should be exploratory rather than structured; (4) the teacher's attitudes should be supportive and open-ended; (5) in order to inspire learners to focus on the Web-based lessons and the related content, attractive multimedia and bizarre word expression may be frequently used, but not abused; (6) convergent or divergent techniques should be appropriately applied in the inquiry if the techniques are suitable for the nature of the subject matter; (7) ensure a good Web page design for Web-based lessons in order to promote effective learning by providing choices, saving time, retaining patience, and motivating automatic processes; and (8) alternative assessment is needed throughout each stage of planning, implementing, and evaluating of the teaching and learning process. (Contains 20 references.) (NES)

ED 456 811

IR 020 846

Hook, Randolph

The Extreme Searcher's Guide to Web Search Engines: A Handbook for the Serious Searcher. 2nd Edition.

PUB DATE- 01

NOTE- 241p.; Foreword by Reva Basch.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Access to Information; Computer System Design; *Information Retrieval; *Search Strategies; *World Wide Web IDENTIFIERS- *Search Engines

This book aims to facilitate more effective and efficient use of World Wide Web search engines by helping the reader: know the basic structure of the major search engines; become acquainted with those attributes (features, benefits, options, content, etc.) that search engines have in common and where they differ; know the main strengths and weaknesses of the major search engines; and pick up some tips, tricks, and techniques that can contribute to more effective and easier searching. Chapter 1 discusses search engines in general, including a brief history, how search engines are put together, the databases behind the databases, portal features, components of a typical search engine home page, what to realistically expect from these services, subjects/areas covered by search engines, update

with the students gave them ideas and motivation to write. The study found certain components to be very beneficial for these particular students and a few components to be more difficult for them. The "Ultimate Writing and Creativity Center" was found to be a very valuable writing tool for the students in this study. Suggestions are included for teachers who may want to use this computer program with their students. (Contains 18 references.) (Author/AEF)

ED 456 830

IR 020 857

Ulewicz, Monica, Ed.; Beatty, Alexandra, Ed.
The Power of Video Technology in International Comparative Research in Education.

SPONS. AGENCY- National Science Foundation, Arlington, VA.

PUB DATE- 01

NOTE- 44p.; Based on the workshop "The Uses of Video in International Education Studies" (Washington, DC, November 30, 1999).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Comparative Analysis; Educational Policy; Educational Practices; *Educational Research; Educational Technology; *International Studies; Policy Formation; Use Studies; *Video Equipment; *Videotape Recordings

The Board on International Comparative Studies in Education (BICSE) was established in 1988. Under its initial mandate, the board monitored U.S. participation in large-scale international comparative studies. The Third International Mathematics and Science Study (TIMSS) has been the focus of much of BICSE's agenda in the 1990s. The TIMSS Videotape Classroom Study represented one of the dimensions of TIMSS's design, and the technical advances resulting from it have increased general interest in international video studies among education researchers and policy makers. The BICSE hosted a one-day workshop in November 1999 to explore three issues: the potential that video technology appears to offer as a tool to enhance and expand international comparative research; the role of international video in informing educational research and professional development in the U.S.; and the methodological questions raised by the use of this research tool. In light of the potential benefits and recognizing the unresolved issues, the BICSE offers four recommendations to researchers, funding agencies, and policy makers. The international comparative education research community should: pursue projects that appropriately use video technology as a research tool; support not only large-scale studies that make use of video technology, such as the TIMSS, but also other kinds of video-based research; undertake initiatives, such as the support of a working group, to help clarify and develop solutions to the privacy and confidentiality issues in using video technology in such research; and undertake initiatives, such as the support of a working group, to explore the creation of a video archive or archives for international comparative research in education. An overview of the historical context of video in international comparative research is provided, and selected works from international perspectives are highlighted. The next section of the report describes the primary benefits of-and caveats associated with-using video technology in international comparative studies in education. The remaining sections of the report discuss: integrating qualitative and quantitative analysis; sample size; what video can and cannot capture; privacy and confidentiality; professional development; and

organizational matters. The remaining sections deal more directly with operational questions and are organized roughly in a "resource life cycle" sequence. The discussion starts with initial selection issues and proceeds through ordering and purchasing, establishing and organizing access, providing support, and evaluating and assessing how information is used. The report concludes with a discussion of some local databases and systems devised to support or help rationalize the treatment of electronic resources. The most promising selection and presentation practices are assembled and briefly discussed in the concluding section. Many local practice documents and related Web links are cited throughout the report; these references, as well as additional relevant documents and Web links, are organized into a table in Appendix A. Appendix B provides a table of function and data elements for managing electronic resources. (Contains 130 references.) (AEF)

ED 456 848

IR 058 196

Pitschmann, Louis A.
Building Sustainable Collections of Free Third-Party Web Resources.

PUB DATE- 01

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Costs; Educational Policy; Educational Practices; Educational Research; *Educational Resources; Higher Education; Information Services; Information Sources; Internet; Library Services; World Wide Web

The purpose of this report is to identify and synthesize existing practices used in developing collections of free third-party Internet resources that support higher education and research. A review of these practices and the projects they support confirms that developing collections of free Web resources is a process that requires its own set of practices, policies, and organizational models. Where possible, the report recommends those practices, policies, and models that have proved to be particularly effective in terms of sustainability, scalability, cost-effectiveness, and applicability to their stated purpose. The report outlines similarities and differences between print and free Web resources and describes how the nature and complexity of free Web resources comply with or challenge traditional library practices and services pertaining to analog collections. Several methods of data gathering were used, including interviews with librarians, Web browsers, and subject gateways. The findings that emerged from the research done for this report document that developing and managing collections of free Web resources has wide-ranging, long-term implications for human resources, organizational issues, and fiscal matters that extend well beyond the circle of individuals responsible for selecting these resources. In addition to the specific collection development policy issues of collection scope, selection criteria, and resource discovery, a discussion of the broader issues pertaining to managing collections of free Web resources is included. The report consists of 10 sections: (1) "Introduction"; (2) "Why Select Free Third-Party Web Sites?"; (3) "Identification, Evaluation, and Selection"; (4) "Access: Resource Discovery and Added-Value Functions"; (5) "Data Management: Collection Maintenance, Management, and Preservation"; (6) "Multilinguality"; (7) "User Support"; (8) "Human Resources: Organizational and Financial Issues"; (9)

Open Doors and Open Minds: Improving Access and Quality in
California's Community Colleges.

PUB DATE- 00

NOTE- 171p.; Some text may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Education; College Faculty; College Role;

*Community Colleges; Educational Demand; Educational

Improvement; *Educational Quality; Free Enterprise System;

Outcomes of Education; *Student Needs; *Teacher Effectiveness;

*Transfer Rates (College); Two Year Colleges

IDENTIFIERS- *California Community Colleges

This paper states that the future of California's community colleges is being reshaped by two inevitable trends. First, as California enjoys an economic renaissance, the digital economy and global marketplace are breaking traditional ties between geography, jobs, and wealth. For many, this new economy will require skills that do not exist now, for jobs that do not exist now. Quality education will be the single greatest determinant in the long-term competitiveness of the state's residents and regional economies. The second trend is the changing face of California and Californians. The children of yesterday's baby-boomers are now in the K-12 system and will soon be in college. They are joined by immigrants, former welfare recipients, and refugees from the cold war economy-all seeking new skills. For many Californians, the only option for postsecondary education is the community college system. And for many California businesses, community colleges are a primary source for skilled employees. In this paper, the Little Hoover Commission addresses four central issues for California community colleges: (1) fostering lifelong learners will require a more explicit commitment to developing quality teachers; (2) access must widen its definition to include not only low cost, but flexible schedules and teaching methods as well; (3) higher education funding should create incentives for quality improvement; and (4) governance must pay sufficient attention to student success and accountability. (Contains more than 20 tables and 150 references. Appendices include lists of Little Hoover Commission public hearing witnesses, advisory committee members, California community college districts and colleges, and community college effectiveness data.) (NB)

ED 456 868

JC 010 591

Hodge, Valerie

Community Impact Report. Executive Summary, Fall 2000.

PUB DATE- 00

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Associate Degrees; Community Colleges; *Community

Development; Continuing Education; *Economic Impact; English

(Second Language); *Labor Force Development; Salaries; *School

Business Relationship; *School Community Relationship; Two Year

Colleges; Wages; Welfare Recipients

IDENTIFIERS- *Bellevue Community College WA

This summary details Bellevue Community College's (BCC's)
(Washington) short-term and long-term community impacts. Short-

NOTE- 305p.; For other regional guides, see ED 445 893 and ED 445 895.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Business Education; College Admission; *Community Colleges; Degrees (Academic); *Directories; Technical Education; *Technical Institutes; Tuition; Two Year Colleges; Vocational Education; *Vocational Schools

IDENTIFIERS- *United States (Northeast)

This regional 1998-2000 guide (one of four--Northeast, Southeast, Midwest, and West) lists community colleges and technical, trade, and business schools in the Northeast United States. School listings are arranged alphabetically by state, and within each state, alphabetically by the school's name. At the end of the volume is a regional index arranged in alphabetical order by state, along with a comprehensive index of all institutions listed in all four volumes of the guide. The description for each school begins with the school's name, address, and other general data, followed by entries under specific headings, such as Web site, type of school, administrators' names, enrollment data, etc. Four detailed sections follow: (1) Admissions: includes requirements for admissions, admissions procedures, and student body statistics; (2) Financial: offers the latest published tuition figures, along with miscellaneous fees, an estimate for books and supplies, and costs for on- and/or off-campus housing; (3) Academic: includes listings of degrees or certificates/diplomas offered, as well as information on specific academic programs, calendar information, special programs, and school graduates' placement rates; and (4) Student Life: includes information on extracurricular activities, school athletics, housing options, student regulations, environment, and transportation. (NB)

ED 456 888

JC 010 664

Robertson, Piedad F., Ed.; Chapman, Brian G., Ed.; Gaskin, Fred, Ed.

Systems for Offering Concurrent Enrollment at High Schools and Community Colleges. New Directions for Community Colleges, Number 113. The Jossey-Bass Higher and Adult Education Series.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 97p.; Published quarterly.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Information

Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Academic Achievement; *Community Colleges; *Dual Enrollment; Educational Policy; *High School Students; High Schools; *Institutional Cooperation; Nontraditional Students; Two Year College Students; Two Year Colleges

IDENTIFIERS- *Concurrent Enrollment

The spring 2001 issue of "New Directions for Community Colleges" discusses concurrent enrollment programs and the challenges and issues associated with developing and maintaining such programs. Chapters include: (1) "State Policy and Postsecondary Enrollment Options: Creating Seamless Systems" (Katherine Boswell); (2) "A Model for Implementing a Concurrent Enrollment Program" (Brian G. Chapman); (3) "Designing an Effective Concurrent Enrollment Program: A Focus on Quality of Instruction and Student Outcomes" (Margaret K. Peterson, John

families. This book, presented in four sections, focuses on how communities undergird or undermine human development, how neighborhoods enhance or interfere with family functioning, how neighborhoods affect the development of adolescent problem behavior, and policies and approaches to strengthen neighborhoods as contexts for child and adolescent well-being. The chapters are: (1) "How Do Communities Undergird or Undermine Human Development? Relevant Contexts and Social Mechanisms" (Robert J. Sampson); (2) "Taking Neighborhoods Seriously" (Barrett A. Lee); (3) "The Prodigal Paradigm Returns: Ecology Comes Back to Sociology" (Douglas Massey); (4) "Resiliency and Fragility Factors Associated with the Contextual Experiences of Low-Resource Urban African-American Male Youth and Families" (Margaret Beale Spencer); (5) "Context and Meaning in Neighborhood Studies of Children and Families" (Jill E. Korbin); (6) "Issues in the Analysis of Neighborhoods, Families, and Children" (Scott J. South); (7) "Hyperghettos and Hypermasculinity: The Phenomenology of Exclusion" (Mercer L. Sullivan); (8) "Neighborhoods and Adolescent Development: How Can We Determine the Links?" (Grag J. Duncan and Stephen W. Raudenbush); (9) "Better Ways To Do Contextual Analysis: Lessons from Duncan and Raudenbush" (John O. G. Billy); (10) "One Step Forward and Two Steps Back: Neighborhoods, Adolescent Development, and Unmeasured Variables" (Linda M. Burton); (11) "Communities as Systems: Is a Community More Than the Sum of Its Parts?" (Stephen Small and Andrew Supple); (12) "Community Approaches to Improving Outcomes for Urban Children, Youth, and Families: Current Trends and Future Directions" (James P. Connell and Anne C. Kubisch); (13) "On Mount and Fayette: Implications for Comprehensive Youth Development Approaches" (Ralph B. Taylor); (14) "Developmental and Ecological Considerations in Implementing Community Action Strategies for Children and Youth" (Mark Greenberg); (15) "Community Approaches to Improving Outcomes for Urban Children, Youth, and Families" (Dale A. Blyth); and (16) "Neighborhood Effects on Child and Adolescent Development: Assessing Today's Knowledge for Tomorrow's Villages" (Frank Avenilla and Susan Singley). (Each chapter contains references.) (KB)

ED 456 906

PS 029 748

Learning at the Beginning of a New Millennium: Establishing Outcomes for the Early Childhood Services to Grade 12 Learning System.

PUB DATE- 01

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Curriculum; *Early Childhood Education; Educational Administration; *Educational Attitudes; Educational Facilities; Educational Objectives; Educational Opportunities; *Elementary Secondary Education; Family School Relationship; Foreign Countries; Instructional Leadership; *Public Opinion; School Community Relationship; Surveys; Teaching (Occupation)

IDENTIFIERS- Student Engagement

As a way of obtaining information from the citizenry of the Canadian province of Alberta regarding their expectations from the educational system serving early childhood services (ECS) through grade 12 to advise educational reform, the Review Committee on Outcomes developed this workbook seeking opinions on goals in six areas. Respondents are asked to indicate the extent to which they agree or disagree with outcomes in the

Conferences; *Preschool Curriculum; Science Education; Special Needs Students
IDENTIFIERS- *Celebrations; *Transitional Activities
 These four quarterly newsletter issues address various topics of interest to teachers of young children. Each issue includes articles on a specific theme, along with regular columns. The Fall 2000 issue focuses on imbuing celebrations with meaning. One article describes how one Japanese preschool adapts concepts from the Waldorf education approach to create meaningful birthday rituals. A second article contains a reading list of appropriate books for young children with ideas for celebrations. The topic of the Winter 2000 issue is communication between schools and families, with one article detailing strategies for written communication with families of young children and a second article describing a "walking report card" devised as an alternative to traditional end-of-year conferences at a preschool. The Spring 2001 issue features articles that could help enrich learning activities for young children. One article describes how preservice teachers created science discovery centers for preschoolers as part of a methods class. A second article describes a pictorial contract system used with young children during center time to facilitate quality decisions. The Summer 2001 issue highlights transition between programs and presents one article addressing end-of-year celebrations and another providing a guide to planning field trips that include children with disabilities. A third article discusses implications of brain function and structure for childhood education. (KB)

ED 456 925

PS 029 768

Boyd, Barbara Foulks, Ed.
 Focus on Elementary (Ages 7-10): A Quarterly Newsletter for the Education Community, 2000-2001.

PUB DATE- 01

NOTE- 34p.; Published quarterly. For volume 12, see ED 455 913.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Books; Childrens Literature; *Classroom Techniques; *Dramatic Play; Early Adolescents; *Elementary Education; Elementary School Curriculum; *Elementary School Students; Elementary School Teachers; Fellowships; Internet; Mathematics Activities; Multiracial Persons; Prosocial Behavior; Science Activities; *Second Language Learning

This document consists of four issues of a quarterly newsletter for educators at the elementary school level. Each issue features two articles and a column by an ACEI Executive Board vice president. The Fall 2000 issue features an article on reducing the amount of teacher control in elementary school learning centers, thereby providing benefits for teachers and students, and an article on describing opportunities for international travel fellowships for elementary school teachers. The vice president's column concerns integrating the Internet into the elementary school curriculum. The Winter 2000 articles address the use of drama as play and discuss incorporating interracial literature into the classroom. The vice president's column addresses science and mathematics activities available at an amusement park. The Spring 2001 issue discusses ways to foster communicative competence in a second language, including a list of teaching resources, and presents components of a writer's workshop. The vice president's column presents information on a social curriculum. The Summer 2001 issue features an article on a pen pal project

noting the number of children with parents working outside the home and the number of children left to care for themselves while parents are working. The kit summarizes benefits of after-school programs related to school attendance, drug use, teen pregnancy, and conflict resolution and social skills. Characteristics of quality after-school programs are delineated. Characteristics of 5- to 10-year-olds, 10- to 14-year-olds, and 14- to 18-year-olds are also delineated, as are recommended after-school offerings. The kit provides suggestions for finding an after-school program in the community and includes a checklist of characteristics to look for in an after-school program. Organizational and Web site resources for developing and funding an after-school program are listed. The kit concludes with findings from a national poll indicating that over 90 percent of Americans--parents and nonparents--believe that after-school programs should be available to all youth. (KB)

ED 456 944

PS 029 822

Dombro, Amy Laura; Colker, Laura J.; Dodge, Diane Trister
El currículo creativo para niños de cero a tres años (The
Creative Curriculum for Infants and Toddlers).

PUB DATE- 00

NOTE- 376p.; For English version, see ED 410 005.

LANGUAGE- Spanish

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)

DESCRIPTORS- Art Activities; *Caregiver Child Relationship; Child
Development; Child Health; Class Activities; Curriculum Guides;
*Day Care; Early Experience; Emergent Literacy; *Infants;
*Learning Activities; Movement Education; Music Activities;
Outdoor Activities; Play; Preschool Education; Program
Development; Program Guides; Staff Development; *Toddlers
IDENTIFIERS- Behavior Management; Daily Activities; Daily
Routines; Day Care Quality; Early Head Start; Play Learning;
Play Materials

Stemming from the core idea that infant and toddler care should be based on building relationships, this curriculum in Spanish-language version provides a foundation for staff development. Section 1, "Why a Curriculum for Infants and Toddlers?" examines key quality indicators, discusses curriculum components, describes how to use the curriculum to make decisions throughout a typical day, and presents goals and objectives for caregivers. Section 2, "Who's Who in a Quality Program," focuses on building relationships with children and their families, child development in the first 3 years, stages of parenthood, special family concerns related to child care, cultural influences, involving men in child care, and building a community support network. Section 3, "Putting Quality into Action: The Big Picture," focuses on six components of quality: planning and evaluating, individualizing the program, creating a welcoming environment, ensuring children's safety, promoting children's health, and guiding children's behavior. Section 4, "Putting Quality into Action: Routines Day by Day," examines the daily routines of greeting, diapering and toileting, eating and mealtimes, sleeping and naptime, and getting dressed, and offers suggestions for helping children learn through the routines. Section 5, "Putting Quality into Action: Activities Day by Day," considers how to set the stage and promote play and learning in toy play, art, imitation and pretend, stories

percentage points. Gaps in school completion rates between Hispanic and non-Hispanic students remain after controlling for social class, language proficiency, and immigrant status. In mathematics, science, and reading, the South places below national averages, Latinos lag behind Whites, and Southern Latinos lag even further behind. The dropout rate for Hispanics is 2.5 times the rate for Blacks and 3.5 times the rate for Whites. Changes in the level of Latino participation in the educational system will require increasing such resources as qualified teachers, facilities, and funding. In addition, changes in educators' mindset must occur to address the inequality of access and participation for Latinos. Fifteen tables and figures present demographic and educational data. (Contains 16 references, 8 figures, and 7 tables.) (TD)

ED 456 962

RC 023 152

Masucci, Matthew; Renner, Adam
The Evolution of Critical Service Learning for Education: Four Problematics.

PUB DATE- 01

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consciousness Raising; *Critical Thinking;
Elementary Secondary Education; Experiential Learning; Higher Education; Models; School Community Relationship; *Service Learning; *Social Change; Teacher Education; *Theory Practice Relationship; Transfer of Training

IDENTIFIERS- Critical Pedagogy; *Social Justice

Service learning is valuable in connecting students with the world outside the classroom, resulting in a more just society for the future. However, many so-called service learning projects develop no clear link between service and learning, and lose their potential for turning students into agents of social change. Using the National Association of Secondary School Principals/Quest model for service learning as a guide, and applying principles of cultural studies and experiential learning, a critical service learning framework was devised composed of four steps: pre-reflection on oneself to achieve "political clarity," immersion in social theory and theorizing, action that includes dialog with the partnering organization, and critical reflection to integrate and personally contextualize the experience of service learning. Four areas are crucial to developing effective critical service learning. First, this framework should sharpen critical thinking skills that will transfer to daily life, particularly in areas of social difference. Second, introducing teacher candidates to critical service learning can equip them with the critical thinking skills they will be fostering in students. Third, care must be taken by teachers to foster an environment of tolerance and respect, rather than paternalism, charity, or pity. Finally, the practical implementation of the framework can happen right now in various ways. (Contains 20 references.) (TD)

ED 456 963

RC 023 153

Helvoigt, Ted L.
American Indians, Blacks, & Asians in Oregon's Work Force.

PUB DATE- 00

NOTE- 52p.; Written with contributions from Brad Angle, Art Ayer, Shannon Conway, Steve Prince, Terry Teensma, Brenda Turner, and

and "Drug and Alcohol Use among Rural Mexican-Americans"
(Felipe G. Castro, Sara Gutierrez). (Each paper contains
references.) (SV)

ED 456 980

RC 023 180

Conger, Rand D.
The Social Context of Substance Abuse: A Developmental
Perspective.

PUB DATE- 97

NOTE- 32p.; In: Rural Substance Abuse: State of Knowledge and
Issues. NIDA Research Monograph 168; see RC 023 179.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials
(070), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adolescent Development; *Behavior Problems; *Child
Development; Child Rearing; *Context Effect; Delinquency; Early
Experience; *Family Environment; Models; Parent Child
Relationship; Peer Relationship; Risk; *Social Environment;
*Substance Abuse

Research findings on the early precursors of substance use and
related adjustment difficulties have led to interest in
developmental models to explain problem behavior. This paper
examines five major themes that characterize the relationship
among social context, individual disposition, and syndromes of
problem behaviors that include substance use and abuse. These
themes are: the developmental nature of antisocial behavior;
its link to oppositional or aversive acts in early childhood;
its foundation in family relationships; its role in
bidirectional influences within the family; and its reciprocal
ties to family members' behaviors and the responses of other
social contexts (such as peers, school, and community) of the
developing child or adolescent. A developmental model of
proximal social-contextual influences on substance abuse and
behavior problems is proposed that encompasses the five themes.
The model itself generalizes across rural-urban contexts but
its parameters often vary as a function of rural/urban setting.
The proposed developmental sequence begins in the family, where
childhood oppositional behavior and exposure to family misuse
of substances dramatically increase risk for later adolescent
delinquency and substance use. Family substance use, inept
parenting, and hostile family interactions lead to serious
social skill deficits in the child, which in turn result in
rejection by conventional peers. Socially rejected youth form a
deviant peer group, providing a training ground for
experimenting with substances and delinquency. Ultimately, the
developmental sequence influences rates of delinquent behavior
and substance abuse at the school and neighborhood levels.
(Contains 64 references.) (SV)

ED 456 981

RC 023 181

Edwards, Ruth W.
Drug and Alcohol Use among Youth in Rural Communities.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS),
Rockville, MD.

PUB DATE- 97

NOTE- 27p.; In: Rural Substance Abuse: State of Knowledge and
Issues. NIDA Research Monograph 168; see RC 023 179. ADAS
reporting system developed under Small Business Innovative
Research grant from NIDA to RMBSI, Inc. Analyses of ADAS
databases and paper preparation supported by NIDA grant to
Colorado State University, Tri-Ethnic Center for Study of Drug

Gu, Hanyuan

The Lattice Method Used in Teaching Multiplication with Whole Numbers and Decimals to Students with Learning Disabilities.

PUB DATE- 01

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- *Decimal Fractions; Elementary Secondary Education; *Learning Disabilities; Mathematics Education; *Multiplication; *Number Concepts; *Special Education

IDENTIFIERS- *Lattice Theory

The purpose of the study was to help teachers understand the importance of using the Lattice Method in teaching multiplication with whole numbers and decimals to students with learning disabilities. The common errors made by learning disabled students in multiplication with whole numbers were analyzed. In the study, students with learning disabilities were able to do multiplication by the traditional way only with 15% accuracy, but they skillfully used the Lattice Method to multiply more than 2 digit numbers with more than 97% accuracy. Special education teachers who used the method to teach their students multiplication with whole numbers and decimals achieved great success in their classes. The method ensured that students with learning disabilities avoided misplacing place value and other errors in multiplying algorithms. Proper instructions greatly reduced the repetition of student errors in multiplication. It was also found that students were not able to multiply two or three digits in the traditional way, but they were able to multiply two or more digits with the Lattice Method in accuracy ranging from 90% to 100%. In addition, the method was used to teach decimal multiplication to students with learning disabilities very effectively. Overall, statistically significant differences between the two tests were found on the pre-test (significant at the 0.01 level) and the post-test (significant at the 0.05 level) on the basis of the formula of Chi-square. Students obtained much higher scores in the test with the Lattice Method than with the traditional way of multiplication. Above all, this method improved self-esteem and self-confidence in the students. (VDS)

ED 457 001

SE 065 145

George, Lucy; Taylor, Peter C.

Increasing Physics Enrolment in Year 11.

PUB DATE- 01

NOTE- 25p.; Paper presented at the Annual Meeting of the Australian Science Teachers Association (50th, Sydney, New South Wales, Australia, July 8-13, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Course Selection (Students); *Enrollment; Foreign Countries; Grade 11; High Schools; *Physics; Science Education; *Teacher Behavior; *Teacher Role

IDENTIFIERS- Australia

Research in the form of a case study explores the factors that influenced physics enrollment in year 11 of a group of students

(Stephen Martin); (3) "Strategic Research Partnerships and Economic Performance: Data Consideration" (Donald Siegel); (4) "Inter-Firm Partnerships--An Overview of Major Trends and Patterns Since 1960" (John Hagedoorn); (5) "Using Cooperative R&D Agreements as S&T Indicators: What Do We Have and What Would We Like?" (David C. Mowery); (6) "Strategic Research Linkages and Small Firms" (David B. Audretsch); (7) "Strategic Research Alliances and 360 Degree Bibliometric Indicators" (Diana Hicks and Francois Marin); (8) "Strategic Research Partnerships in Biotechnology" (Maryann P. Feldman); (9) "Strategic Research Partnerships: Their Role, and Some Issues of Measuring Their Extent and Outcomes--Experiences from Europe and Asia" (Mark Dodgson); (10) "Strategic Research Partnerships in Japan: Empirical Evidence" (Mariko Sakakibara); (11) "Strategic Research Partnerships: What We Have Learned?" (John T. Scott); (12) "Constructing Indicators of Strategic Research Partnerships" (Barry Bozeman and James S. Dietz); and (13) "Technology Innovation Indicators Surveys" (John A. Hansen). (YDS)

ED 457 029

SE 065 234

Thorson, Annette, Ed.
New Horizons in Mathematics and Science Education.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.

PUB DATE- 01

NOTE- 101p.; Theme issue. Published quarterly.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Educational Change; *Educational Technology;
Elementary Secondary Education; Futures (of Society);
*Instructional Materials; Mathematics Education; Science
Instruction

This journal, intended for classroom teachers, provides a collection of essays organized around the theme of new horizons in mathematics and science education as well as a guide to instructional materials related to the theme. Topics addressed in the essays include digital libraries, the future of science curricula, integrated curricula, and Classroom Communication Systems (CCSs), and reports from schools on their implementation of new technologies and approaches. The guide to instructional resources is divided into sections including: (1) The Leading Edge in Classroom Practice; (2) New Directions in Curriculum: Mathematical Modeling; (3) New Directions in Curriculum: Data Analysis; (4) New Directions in Curriculum: Chaos and Fractals; (5) Curriculum That Addresses Current Issues in Science; (6) Innovative Science Instruction; (7) Integrating Technology; (8) 21st Century Tech Tools; and (9) Engaging Students with Technology. (MH)

ED 457 030

SE 065 236

The Mathematical Education of Teachers. Issues in Mathematics Education. Volume 11 and Part I.

PUB DATE- 01

NOTE- 145p.; Published by the American Mathematical Society in Cooperation with Mathematical Association of America.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Technology; Elementary Secondary Education; Higher Education; *Mathematics Instruction;

Classrooms to the World.

PUB DATE- 99

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Standards; *Agriculture; Area Studies; *Community Health Services; Cooperative Learning; Economic Development; *Environment; *Food; Foreign Countries; Grade 10; High Schools; Human Geography; Interdisciplinary Approach; Internet; Living Standards; Role Playing; Social Studies; Student Research; *Water Resources

IDENTIFIERS- *Africa

In this lesson, students work in teams, role-playing a nonprofit organization dedicated to improving the quality of life in rural Africa. Teams focus on four goals: (1) grow more food; (2) develop water resources; (3) improve health services; and (4) protect the environment. Each student team is assigned to one of five regions in Africa. Teams research their regions and develop a 10-year plan to achieve the four goals. Students are provided with background information, detailed instructions, on-line resources, and reflection questions. The teacher's notes describe the unit's purpose, explain the application of history/social science, language arts, and information literacy standards, and suggest teaching strategies. (BB)

ED 457 052

SO 031 492

Fix, Terry

NATO and Russia. Grade 10 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.

PUB DATE- 99

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Cooperative Learning; Curriculum Enrichment; Foreign Countries; Grade 10; High Schools; Interdisciplinary Approach; *International Relations; Internet; *Political Science; Role Playing; *Simulation; Social Studies; *Student Research

IDENTIFIERS- Cold War; *North Atlantic Treaty Organization; *Russia; Warsaw Pact

This lesson plan imagines the student as part of a delegation to a special meeting of the North Atlantic Treaty Organization (NATO)-sponsored Euro-Atlantic Partnership Council being held in Brussels, Belgium, where the topic of discussion is a proposal by several NATO members to invite independent republics of the former Soviet Union to become permanent members of NATO. According to the lesson, the Russian delegation will make a strong objection to the proposal, seeing it as a way for NATO countries to expand their political, economic, and military influence at the expense of Russia's weakened position. Students must represent their nation's best interests and at the same time create a positive climate that will insure peace and security for all nations involved. Students are provided with background information, detailed instructions, online resources, and reflection questions. The

suffer from its low-status reputation. Starting with the establishment of education as a distinct discipline, the book shows how the field, in a misguided attempt to be "scientific," turned away from the holistic and deeply social and pragmatic vision of John Dewey. It portrays the major players (including Dewey and William James), the institutions, and the conflicts that have shaped the study of education. It discusses topics such as curriculum studies and the panic over the Soviet Union's Sputnik, school surveys and testing movements, and the increasing role of the federal government in education. Education research, the book argues, took a wrong turn when it abandoned Dewey's pragmatic vision for an emphasis on quantitative measurement and behaviorally oriented visions of what education should be. Its critical look back at the abandonment of Dewey's ideals and its consequences reveals much about the current state of education research. The book takes the reader into the last half of the 20th century, when the federal government came to see education research as a tool for increasing equality. It argues that its requirements for program evaluation resulted in an improved understanding of the education policy-making process, yet these evaluations provided grist for the mill for the Reagan administration, which slashed federal funding to education research just as it had begun to mature. The book also considers the promising directions education research may be taking in the future. (Each chapter includes extensive notes.) (BT)

ED 457 076

80 032 751

Community Cleanup. Youth in Action Bulletin, Number 9.

PUB DATE- 99

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Community Development; Elementary Secondary Education; Service Learning; *Social Action; Social Studies; *Student Participation; *Student Projects; *Volunteers; Youth Programs

IDENTIFIERS- *Youth Participation

Every community has areas--public parks, schoolyards, sidewalks--that are neglected, vandalized, or just plain run down. Young people can help clean up those places by getting involved in a community cleanup project. As explained in this bulletin, a community cleanup is a project in which volunteers of all ages work together to spruce up a chosen site. The bulletin addresses the following topics: "What Is a Community Cleanup?"; "What Does a Community Cleanup Do To Prevent Crime?"; "What Does It Take To Start a Community Cleanup?"; "What Does It Take To Keep a Community Cleanup Going?"; "What Are Some of the Challenges of a Community Cleanup?"; "What Are Some of the Rewards of a Community Cleanup?"; and "How Can the Cleanup Be Evaluated?" The bulletin lists several organizations that can provide further information. (BT)

LD 457 077

50 032 903

Ogurnathy-Tabor, Michelle

Sense of Water. Water in Africa.

POHS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 00

an interactive format has been recognized by many in the field of law-related and civic education as "best practice." Eight lessons are divided into three sections. The first one, "Lessons To Precede Legislator Visit, contains (1) "Getting To Know You: Student/Legislator Inventory"; (2) "Do You Trust Our Government?"; (3) "The Mindwalk"; (4) "What Is Public Policy?"; and (5) "A Day in the Life." The second one, "Lessons During Legislator Visit, contains (6) "A Day in the Life"; (7) "Public Hearing Simulation: How Should Our Guest Legislator Decide?"; and (8) "The Legislative In-Basket". The third one, "Lessons After Legislator Visit, contains (9) "Debriefing the Visit: A Legislator Resume." (BT)

ED 457 097

SO 032 970

Brackenridge, Leah; Stokley, Sandy
America's Legislators Back to School Week--Elementary School Lesson Plans. Trust for Representative Democracy.

PUB DATE- 01

NOTE- 18p.; For similar lesson plans for high school, see SO 032

956. For similar lesson plans for middle school, see SO 032

959. Project supported by a Robert H. Michel Civic Education

Grant sponsored by the Dirksen Congressional Center, Pekin, IL.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Democracy; Elementary Education; Government Role; Law Related Education; *Legislators; Political Science; Social Studies; United States Government (Course)

IDENTIFIERS- National Civics and Government Standards

The National Conference of State Legislatures (NCSL) has designated the week of September 17-21, 2001, as "Back to School Week." During this week, state legislators from throughout the country are encouraged by NCSL to contact principals and teachers in their respective districts and arrange for classroom visits to help students understand the pressures, conflicts, and difficulties that legislators deal with in trying to solve public problems. In general, these lesson plans outline for students the importance of representative democracy, the message that their voices count, and the valid role of special interest groups in the process. This booklet contains three lesson plans: "Compromise--Why Don't We All Agree?"; "Who Are Legislators?"; and "Participation--Where's My Voice?" Each lesson lists educational goals; suggests an appropriate grade level; notes time requirements; lists materials needed; outlines national civics and government standards; and provides a step-by-step guide for the teacher to follow in the classroom, including a vocabulary list, a main activity, reflection questions, and follow-up measures. (BT)

ED 457 096

SO 032 971

Felt, Marilyn Clayton; Jolly, Eric J.; Malloy, Stephanie Maria
Beyond Blame: Reacting to the Terrorist Attack. A Curriculum for Middle and High School Students.

PUB DATE- 01

NOTE- 31p.; Co-sponsors are the Justice Project and the Vietnam Veterans of America Foundation.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Robins, Kikanza Muri; Lindsey, Randall B.; Lindsey, Delores B.; Terrell, Raymond D.

Culturally Proficient Instruction: A Guide for People Who Teach.

PUB DATE- 02

NOTE- 257p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Cultural Awareness; *Cultural Context; *Cultural Pluralism; *Diversity (Student); Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Reflective Teaching; Teacher Role

IDENTIFIERS- Educational Issues

Cultural proficiency is the self awareness to recognize how a person--because of ethnicity and life experiences--may offend others and may yet offer others something unique and special. This book expands on that theme and addresses educators at all levels, offering an invitation to reflect on the practice and craft of instruction. The book's case studies and guided reflections help readers find the insights they need to begin the process of healing in themselves, their students, their schools, and their communities. Incorporating a range of examples in a multitude of environments, the book addresses the needs of K-12 teachers and administrators, higher education faculty, adult educators, and trainers in business and healthcare. Chapters are: (1) "Invitation"; (2) "The Case: Who Needs Culturally Proficient Instruction?"; (3) "What Is Cultural Proficiency?"; (4) "Barriers to Cultural Proficiency"; (5) "The Cultural Proficiency Continuum"; (6) "Assessing Your Culture: Naming the Differences"; (7) "Valuing Diversity: Claiming the Differences"; (8) "Managing the Dynamics of Difference: Reframing the Differences"; (9) "Adapting to Diversity: Training about Differences"; (10) "Institutionalizing Cultural Knowledge: Changing for Differences"; and (11) "A Call to Action." (Contains 39 references and lists 15 resources for further reading.) (BT)

ED 457 116

SO 033 015

Teaching Character Education Using Children's Literature:

Wisconsin's Standards of the Heart.

PUB DATE- 01

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; Language Arts; Learning Strategies; *Public Schools; Social Studies; *State Standards; *Student Development

IDENTIFIERS- *Character Education; Trade Books; *Wisconsin

Developing standards of the heart means becoming a caring, contributing, productive, and responsible member of society. It includes being successful in school; making responsible decisions; caring about others; contributing to society; developing social and personal skills, such as problem solving, accepting various perspectives, and setting and attaining goals; and developing a core set of common values. This guide

PUB DATE- 01

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Net Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Alternative Teacher Certification; Elementary

Secondary Education; Higher Education; *Instructional Leadership; *Leaders; Preservice Teacher Education; Teacher Administrator Relationship; Teacher Role; Unions

IDENTIFIERS- Professionalism; *Teacher Leaders; *Teacher Leadership

This report presents information from discussions by the Institute for Educational Leadership Task Force on Teacher Leadership, highlighting dilemmas surrounding teacher leadership and suggesting that education's policymakers should exploit the experience and capacity to lead today's schoolteachers. Overall, the system has not been organized to treat teachers as leaders. Many contradictory images of teachers exist (e.g., teachers as the heart and soul of the school versus overworked, isolated employees). Most school superintendents and principals still have patriarchal notions of leadership. Too few teacher training institutions offer courses emphasizing professionalism and leadership. A commonly cited barrier to grassroots teacher leadership is the pervasive role of the national teachers' unions in teachers' work lives. However, the quest for professionalism appears to be gaining serious momentum. There are now countless positive examples nationwide, many in the form of intensified and greatly broadened teacher training programs. If teacher leaders are to successfully become involved in policy formation and decision making, they need help from teachers nationwide, school districts, teacher unions, higher education, business leaders, and the mass media. Steps that teachers can take to begin such efforts are presented, noting questions to ask when getting started. (Contains 25 references.) (SM)

ED 457 137

SP 040 214

Pitton, Debra Eckerman

Mentoring Novice Teachers: Fostering a Dialogue Process.

PUB DATE- 00

NOTE- 150p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Net Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Communication Skills; Dialogs (Language); Elementary Secondary Education; Faculty Development; Interpersonal Communication; *Interpersonal Competence; *Mentors; Role Playing

This book provides educators who mentor novice teachers an opportunity to increase their awareness of the skills that are needed to mentor. Through the use of specific examples and role plays, teachers can learn how to work effectively with inexperienced teachers. The book helps mentors develop ways to interact positively with novice teachers and support beginning teachers as they move through initial teaching experiences. Throughout the book, readers are asked to dialogue with colleagues who are also mentors or involved in the mentoring relationship about their experiences and their understanding of the mentoring role. A pre-program questionnaire provides mentors with a snapshot of their knowledge as they begin

reduced the pressure on them by relieving them of routine tasks; the presence of assistants allowed students a wider range of learning experiences; concern about the initiative focused on funding, training, role clarification, and allocation of assistants' time; and teachers without assistants were concerned that students were being deprived of possible benefits. Four appendixes present details of schools sampled, survey methodology, questionnaires, and case study methodology. (SM)

ED 457 157

SP 040 261

Owens, Caroline V.
Teachers' Responses to Science Writing.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Science Instruction; Teacher Attitudes; Teaching Methods; *Writing Across the Curriculum; *Writing Skills
IDENTIFIERS- *Science Writing

This study asked four experienced teachers to respond to elementary students' science writing and explain their thinking, discussing factors they considered as they made the choices that ultimately supported or undermined children's attempts to write about science. Teachers responded first in writing, then orally expanded on written comments during an interview. Teachers were visited twice more to discuss transcripts of the comments and explore ways the issues surrounding science writing related to general practices and philosophies discussed in the first interview. Overall, no two teachers defined or used science writing in the same ways. Teachers' individual definitions of science predisposed them to either accept or reject the processes of science writing as supportive of science learning. Most teachers considered responding to the science writing a frustrating process. All of the teachers assumed the students could read and write nonfiction science paragraphs and were uncomfortable with evidence that this might not be the case. The three female teachers regarded science writing as qualitatively different from other nonfiction writing. The teachers' need for external support in science teaching and assessment defined the range of activities which they included in science instruction. (Contains 28 references.) (SM)

ED 457 158

SP 040 262

Aldrich, Jennifer E.
Professional Development Schools: Listening to Teachers' and Teacher Candidates' Voices.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Portland, OR, August 8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Education; Focus Groups; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *Student Teacher Attitudes
This paper describes data from focus groups conducted with

schools. Other research data are being collected with a pilot adaptive version of STAR Early Literacy. Data to date indicate that the STAR Early Literacy diagnostic assessment meets the need for an accurate, inexpensive tool to measure pre-reading skills and early literacy skills in seven domains. (SLD)

ED 457 176

TM 033 266

Lloyd, Carol
Race at the Center: Perspectives on Improving Science and Math Achievement.

PUB DATE- 01

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Gains; Administrator Attitudes; Administrators; *Black Students; Low Achievement; *Mathematics Achievement; Program Effectiveness; *Science Achievement; *Student Attitudes; *Teacher Attitudes; *Teachers

IDENTIFIERS- African Americans

This study explored the perspectives of teachers, administrators, and students as they were engaged in a 5-year funded project aimed at improving science and mathematics achievement for African American students in a school district. The study also discusses the obstacles that hindered and the supports that bolstered this project. In this study, race is at the center of the examination of science and mathematics achievement. Interviews were conducted with 27 secondary school teachers, 27 elementary school teachers, and 4 project administrators (also school district administrators). Twelve African American secondary school students were also interviewed. The perceptions of obstacles and supports were derived from the experiences of the co-principal investigator. As a result of the project, more African American students were enrolled in upper level mathematics and science classes and more received grades of "C" or better than previously. However, the number of these students remained extremely low. In many instances, teachers blamed the students' low achievement on their families or on previous teachers. Administrators were less likely to support this view, but some students agreed with teachers' emphasis on parental influence and responsibility. Those schools in which African Americans showed greater gains in mathematics and science had principals who were risk takers who supported teachers who wanted to alter their pedagogy. Principals of the effective schools were also able to confront and examine the racial disparities within their schools. The teachers in this study were increasing their focus on state standards and testing, a fact that that moved them further away from pedagogy that is relevant to any student, much less those of nondominant groups like African Americans. The school district suffers from many constraints that hamper efforts to increase student achievement, including low teacher salaries and inadequate funding, but it is to be hoped that another grant to improve mathematics and science may make the district able to consider some of the issues raised in this report. (SLD)

ED 457 177

TM 033 267

Sharpe, Martarshia
Staff Survey Results, 1999-2000. Eye on Evaluation. E&R Report.

Giraud, Gerald; Impara, James C.

Making the Cut: A Qualitative Inquiry into the Setting of Cut Scores on School District Assessments.

PUB DATE- 00

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cutting Scores; Elementary Secondary Education; Qualitative Research; School Districts; Scoring; Standards; *Teachers; Workshops

IDENTIFIERS- *Angoff Methods; *Standard Setting

This study investigated the cut score setting process as it occurred in two large Midwestern school districts, focusing on how the teachers who were the instruments by which cut scores were set experienced the process. Eight standard setting workshops using the Angoff approach were observed. Workshops for mathematics, reading, or writing at grades 2, 5, and 8 involved panels of from 24 to 28 teachers, and the ninth grade workshop involved 15 teachers. In addition to observation data, researchers held interviews with eight teachers who participated in the workshops and focus groups with five teachers after the grade-2 writing workshop and with three teachers after the grade-5 mathematics workshop. Some teachers answered questions after the fifth grade reading and writing workshops. In all of these workshops, teachers made judgments that resulted in cut score recommendations. These participants had volunteered for standard setting or had been recruited for their skills and cooperation. They came to the process with a willingness to help the district and the students, and they wanted to do well. These teachers were sensitive to the training provided in the Angoff workshops and were aware of district political and economic concerns. They were interested in setting cut scores that were in agreement with the district's goals for acceptable scores. Teachers relied on the definitions of the target examinee and the training provided in cut score workshops as clues to the policymakers' goals. The training these teachers received appeared to contribute to reliability. Several recommendations are made for improving the standard setting process. (Contains 16 references.) (SLD)

ED 457 197

TM 033 295

Ahearn, Charles, Ed.; Halley, Donna, Ed.; Marsh, Corinda, Ed.; Casbon, Christy, Ed.

Assessment Hotspots, 2000.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 00

NOTE- 62p.; Published annually. For volume 1, see ED 434 902.

Colored pages and photographs not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Demonstration Programs; *Educational Assessment; Educational Change; Elementary Secondary Education; Federal Aid; *Research and Development; *School Districts; School Restructuring; State Programs; *Student Evaluation

(4) security for menu systems and control programs; (5) virus protection; (6) physical security; and (7) possible threats from the Internet. (Author/SLD)

ED 457 216

TM 033 314

Daft, Lee T.

A Comparison of Eighth Grade Students' Testing Scores between the "Jeopardy" and "Seatwork" Types of Review.

PUB DATE- 01

NOTE- 34p.; Master of Arts Action Research Project, Johnson Bible College.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

DESCRIPTORS- *Junior High School Students; Junior High Schools;

*Review (Examination); Social Studies; Teaching Methods;

*Test Coaching

This study focused on the review process before social studies testing. The students involved in the study were 71 13 and 14-year olds and came from predominantly middle to upper class social status in a Knoxville, Tennessee suburb. The influence of an interactive review based on the quiz show "Jeopardy" was compared with that of a "seatwork" review. In the "Jeopardy" review, three teams competed to answer questions correctly, and in the seatwork review, students completed a review sheet. The study was repeated, switching seatwork and "Jeopardy" groups, so that data were available for 142 students. Results show no significant difference in test scores between students receiving the "Jeopardy" review and those receiving the seatwork review. Appendixes contain a letter of approval from the school system and sample parent approval forms for the study. (Contains 31 references.) (SLD)

ED 457 217

TM 033 315

Gibson, Denise D.; Borges, Nicole J.

Beyond Numbers: Quantitative and Qualitative Research with Alumni Regarding Physician Career Choice and Satisfaction.

PUB DATE- 01

NOTE- 8p.; Paper presented at the Annual Association for Institutional Research/Council for the Advancement and Support of Education (AIR/CASE) Research Colloquium (4th, Columbus, OH, April 23-24, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alumni; *Career Choice; Cooperation; Graduate Surveys; Medical Education; *Physicians; *Qualitative Research; Research Methodology; *Satisfaction

This paper describes a research project at a medical college in northeastern Ohio using personality data from 10 graduating classes regarding physician career choice and satisfaction. The project began with the intention of analyzing existing personality data and developing group profiles for medical specialties. It was expanded to relate these profiles to career satisfaction. The paper discusses how the original project was broadened through the use of quantitative and qualitative methodology. Over the 10 years, the number of medical students who participated, taking one of several personality assessments, was more than 800. As the project was developed, several campus departments expressed various concerns about the effort, especially about the negative effects of surveying

alumni repeatedly. Eventually, 295 alumni, representing a wide range of specialties, provided permission to use their data. Of these, 210 also responded to the qualitative questions on the survey. The surveys and qualitative comments identified these areas that have an impact on physician satisfaction: gender, balancing family and medicine, time commitments, pressures and stress, working full- or part-time, politics of medicine, rewards, and managing the practice and business of medicine. The implementation of this project shows the value of establishing partnerships across campus that can result in the development of broader alumni studies of greater benefit to the institution. (SLD)

ED 457 218

TM 033 316

National Education Longitudinal Study: 1988-94 Data Files and Electronic Codebook System, 1999 Re-Release. Base Year through Third Follow-Up ECB/CD-ROM. CD-ROM.

PUB DATE- 00

NOTE- 0p.; For the previous release of this CD-ROM, see ED 401 332.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- hought. (Contains 23 references.) (SLD)

look for opportunities that fit their academic interests and ski

DESCRIPTORS- Career Choice; Change; *Child Development; Dropouts; *Educational Attainment; Enrollment; Grade 8; Higher Education; *Junior High School Students; Junior High Schools; Longitudinal Studies; National Surveys; Outcomes of Education; Parents; Principals; Private Schools; Public Schools; Secondary School Teachers; *Student Characteristics

IDENTIFIERS- *National Education Longitudinal Study 1988; Transition Management

The National Education Longitudinal Study of 1988 (NELS:88) is the first nationally representative study of eighth grade students in public and private schools. NELS:88, sponsored by the National Center for Education Statistics, is designed to provide longitudinal data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. In 1988, some 25,000 eighth graders, their parents, teachers, and school principals were surveyed. In 1990, as part of the first follow-up, the same students, their teachers, and the school principals were surveyed. The second follow-up was in 1992, and the third in 1993. This CD-ROM, which is a reissue, contains public release data from the NELS:88 base year through third follow-up surveys and an electronic codebook (ECB) system. The first dataset and ECB integrate student, parent, transcript, school administrator, and teacher data from the base year through the second follow-up. The second data set and ECB contain integrated base year through third follow-up records for third follow-up respondents. The CD also contains the third follow-up methodology and descriptive summary reports and the base year through second follow-up data file user's manual. TYPE OF SURVEY: National; Longitudinal; Follow-up; Sample Survey. POPULATION: Students; Parents; Teachers; Principals; SAMPLE: Students; Parents; Teachers; Principals (25,000). RESPONDENTS: Students; Parents; Teachers; Principals. FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1988. YEAR OF LATEST DATA: 1994. (SLD)

ED 457 219

TM 033 317

Miller-Whitehead, Marie; Abbott, Gypsy
Efficacy, Outcomes, and Empowerment Evaluation of a School

experiences. The evidence collected has provided a wealth of information, as illustrated by the case study of one electrical engineering student. As this student moved through his studies, he identified his own strengths and weaknesses as a writer and the strengths and weaknesses of the writing program in preparing him to write at school and work. In autumn 1999, faculty, student, and industry representatives reviewed evidence from the portfolios for this student and other students in the project in order to develop performance-based writing outcomes for students graduating from college and to evaluate gaps between these outcomes and the writing of students currently in the college. (Contains 1 figure, 2 tables, and 32 references.) (Author/SLD)

ED 457 240

TM 033 339

Santhanam, Elizabeth, Ed.

Student Feedback on Teaching: Reflections and Projections.
Refered Proceedings of Teaching Evaluation Forum (Perth,
Western Australia, August 28-29, 2000).

PUB DATE- 01

NOTE- 92p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *College Faculty; College Students; *Evaluation
Methods; *Feedback; Foreign Countries; Higher Education; Online
Systems; *Student Evaluation of Teacher Performance

IDENTIFIERS- Australia (Western Australia)

A forum at the University of Western Australia for those involved in student evaluation of teaching in higher education focused on current issues related to the evaluation of teaching and new developments in the field. Among the issues discussed were traditional methods of obtaining student feedback on teaching, online evaluation of teaching, postgraduate student feedback on research supervision, and trends in teaching evaluation. The papers are: (1) "Student Feedback on Teaching: An Institutional Perspective" (plenary session) (Colin MacLeod); (2) "Reflections on Student Evaluation of Teaching: Alignment and Congruence in a Changing Context" (Simon Barrie); (3) "Student Evaluation of Teaching at the University of Auckland" (Jenny Brown and Stanley Frielick); (4) "Evaluation of Education Programs: Issues for an Effective Policy Framework" (Duncan Nulty); (5) "Online Student Feedback Surveys: Encouraging Staff and Student Use" (Rick Cummings, Christina Ballantyne, and Lynne Fowler); (6) "Web On-Line Feedback (WOLF): Intentions and Evaluation" (Duncan Nulty); (7) "Aggregated Student Discourse: The Illuminative Value of Qualitative Survey Responses in Internal Evaluation Systems and the CEQ" (Malcolm Pettigrove); (8) "Evaluation of the Postgraduate Research Experience: A Proposed Model for Adelaide University" (Margaret Kiley and Gerry Mullins); (9) "A Model for the Evaluation of Postgraduate Supervision" (Erika Martens and Harsh Suri); and (10) "Evaluating Learning or Evaluating Teaching: Is There a Difference and Does It Matter?" (Robert Cannon). (Each paper contains references.) (SLD)

ED 457 241

TM 033 368

Gerald, Debra E.; Hussar, William J.

Projections of Education Statistics to 2011. Thirtieth Edition.

PUB DATE- 01

NOTE- 168p.; For projections to 2010, see ED 447 146.

LANGUAGE- English

Association of System Heads.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; Elementary Secondary Education; Faculty Development; Higher Education; Knowledge Base for Teaching; Minority Group Children; Preservice Teacher Education; Teacher Certification; *Teacher Competencies; *Teacher Effectiveness; *Teacher Qualifications; Teacher Recruitment; Teaching Skills

IDENTIFIERS- Alabama; Massachusetts; Teacher Knowledge; Tennessee; Texas

This issue focuses on what recent research from Tennessee, Texas, Massachusetts, and Alabama says about the most significant factor that impacts student achievement: the teacher. After presenting teacher effectiveness data from the four states, it discusses what makes an effective teacher, focusing on the need for strong verbal and math skills, deep content knowledge, and teaching skills. It describes inequities in the distribution of qualified teachers to poor and minority students and explains that this is more an issue of race than of class, since poor white students have a higher likelihood of having well qualified teachers than do poor black students. After discussing how to create a more equitable distribution of teacher expertise, this issue looks at how to ensure qualified teachers for all children. Strategies include creating standards for entry into the teaching profession; setting accountability measures for colleges and universities that prepare teachers; providing professional development for existing teachers; assuring that poor and minority children have teachers who are at least as qualified as the ones who teach other students; implementing parents' right-to-know policies; and instituting recruitment and reward programs to attract the best students into teaching. A sidebar describes state investment in well prepared teachers. (SM)

ED 457 261

UD 034 400

Mitchell, Ruth; Barth, Patti

Not Good Enough: A Content Analysis of Teacher Licensing Examinations. How Teacher Licensing Tests Fall Short.

PUB DATE- 99

NOTE- 26p.; Theme issue.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Elementary Secondary Education; English Instruction; Higher Education; Knowledge Base for Teaching; Language Arts; *Licensing Examinations (Professions); Literacy Education; Mathematics Instruction; Multiple Choice Tests; Preservice Teacher Education; Science Instruction; Scores; Standardized Tests; State Licensing Boards; State Standards; *Teacher Certification; Teacher Competencies; *Teacher Competency Testing; Test Content

IDENTIFIERS- *Subject Content Knowledge; Teacher Knowledge

This publication examines research on the quality of teacher licensing examinations, explaining that state examinations do not necessarily guarantee that teachers have the breadth and depth of subject knowledge to teach all students to high standards. Researchers focused on English/language arts, mathematics, and science, analyzing actual exams published by Educational Testing Service (ETS), which publishes the Praxis series, and National Evaluation Systems (NES), which designs

PUB DATE- 01

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Historical Materials (060), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Civil Rights; *Ethnicity; Federal Government; Federal Legislation; *Hawaiians; *Indigenous Populations; Pacific Americans; Political Issues

IDENTIFIERS- Apologies; Hawaii; *Reparations

This report focuses on a 1998 community forum that examined the impact of the 1993 Apology Resolution enacted to recognize the 1893 overthrow of the Hawaiian monarchy, subsequent meetings in 2000 with Na Kupuna (Hawaiian elders), and a 2000 community forum to collect information on concerns of Native Hawaiians and others regarding the impact of the U.S. Supreme Court decision in *Rice v. Cayetano* on Native Hawaiians. Seven sections include: "Introduction and Background" (social cohesion and conflict; cultural identity); "The Past That Haunts: A History of Hawaiian Annexation" (political and cultural transformation; international domination and overthrow); "Hawaii's Today: Diversity and Disparity" (Hawaiian ethnicity, demographics, and socioeconomic); "The Path to Reconciliation and Reparation" (legislative attempts and determining the parameters of reconciliation); "Reconciliation at a Crossroads: Implications of the Rice Decision" (the Native Hawaiian vote and public comment on the Supreme Court's decision); "Recognition Legislation before Congress: A Safe Harbor?"; and "Conclusions and Recommendations" (the federal government should accelerate efforts to formalize political relationships between Native Hawaiians and the United States, and state and federal funding to improve the conditions of Native Hawaiians should be increased). A list of forum panelists is appended. (SM)

ED 457 280

UD 034 420

Chait, Robin; Harcourt, Daphne; Kotzin, Stacy; LaPointe, Michelle; Miller, Meredith; Rindzius, Tracy; Sanchez, Susan; Scott, Elois; Stullioh, Stephanie; Thompson-Hoffman, Susan
High Standards for All Students: A Report from the National Assessment of Title I on Progress and Challenges since the 1994 Reauthorization.

PUB DATE- 01

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; *Academic Standards; Accountability; *Compensatory Education; Disadvantaged Youth; Early Childhood Education; Early Intervention; Educational Change; Educational Improvement; Elementary Secondary Education; Extended School Day; Federal Aid; *High Risk Students; Migrant Education; Poverty; Public Schools; Standardized Tests; State Standards

IDENTIFIERS- *Elementary Secondary Education Act Title I; Improving Americas Schools Act 1994 Title I; Migrant Education Program

This report provides a comprehensive summary of the most recent data available from the National Assessment of Title I on the implementation of the Title I program and the academic performance of children in high poverty schools. Seven sections focus on: (1) "Policy Context for Title I" (provisions of the

ED 457 299

UD 034 450

Minority Achievement Report, 2001: Trends in Subgroup Performance.
PUB DATE- 01

NOTE- 89p.; Based on data from 1999-2000 and earlier.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; American Indians; Asian
American Students; Black Students; Elementary Secondary
Education; Hispanic American Students; *Minority Group
Children; Multiracial Persons; Public Schools; Racial
Differences; Scores; Standardized Tests; Student Evaluation;
Tables (Data)

IDENTIFIERS- *North Carolina

This report presents trends in national and statewide test performance for North Carolina's public school racial/ethnic subgroups. It is intended to help policymakers gauge the progress and status of minority student achievement in the state's public schools; facilitate the comparison of the academic achievement of racial/ethnic students in North Carolina with that of peers nationwide; and apprise the public of the status of academic achievement among the various racial/ethnic subgroups in North Carolina. Section 1 reviews variables contributing to the minority achievement gap that have been reported in the literature. Section 2 highlights minority student performance on various national standards, offering data for comparing minority student achievement in North Carolina with that of peers across the nation. Section 3 summarizes the performances of North Carolina's racial/ethnic groups on state-mandated tests. Section 4 presents various strategies for closing the minority achievement gap. Data in the report reveal some glaring disparities between the academic achievement of white and Asian children and other minority children in North Carolina, suggesting that North Carolina's public education system may not be serving all children equally. (Contains 14 figures, 39 tables, 53 references.) (SH)

ED 457 300

UD 034 451

Stringfield, Sam; Millsap, Mary Ann; Winfield, Linda; Brigham, Nancy; Yoder, Nancy; Moss, Marc; Nesselrodt, Pamela; Schaffer, Eugene; Bedinger, Sam; Gamse, Beth

Special Strategies for Educating Disadvantaged Children. Urban and Suburban/Rural. Second Year Report.

SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.

PUB DATE- 97

NOTE- 329p.; For the first year report, see ED 369 854.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Data Collection;
*Disadvantaged Youth; Educational Improvement; Educational
Planning; Educationally Disadvantaged; Elementary Secondary
Education; Minority Group Children; Poverty; Program
Implementation; Rural Schools; *Special Needs Students; Student
Evaluation; Suburban Schools; Urban Schools; Writing Skills

IDENTIFIERS- Alternative Assessment; Education Consolidation
Improvement Act Chapter 1

This volume presents second year findings from a 3-year project that collected case study data on 10 promising strategies for

District NET Project, Part III: Theoretical Model.

PUB DATE- 01

NOTE- 21p.; For Part I of this study, see TM 033 189; for Part II, see TM 033 257.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Attitude Change; Community Attitudes; Community Change; Curriculum; *Health Education; *High School Students; High Schools; Knowledge Level; Models; *Nutrition Instruction; Outcomes of Education; Program Effectiveness; Program Evaluation; *Research Design; Student Attitudes; Student Empowerment; Theories

The efficacy and outcomes of a U.S. Department of Agriculture Nutrition Education Training (NET) project designed to increase awareness of health risk and wellness factors for grade 9 students were studied. This paper comments on results from a survey of 125 ninth graders about the NET curriculum and results from a study of program impact on schools and the community. In this section of the report, the focus is on the theoretical models and research approaches underlying the study. For this NET initiative, there were several project design and implementation concerns to be addressed that were generic to program evaluation or specific to the NET program directives. For the NET project a single group time series design was determined to be an acceptable way to examine changes in student nutrition behaviors. The NET program directives required the use of a needs assessment student survey, and models for handling missing survey data were selected from software packages commonly available. Facet theory was used to quantify complex causal paths through mapping sequences developed to describe facets for involvement of school and community resources. Cost effectiveness was another factor to be considered in study design. The results of this NET project indicated significant improvement in reported nutrition behaviors for the students at the two schools with the most students at risk for poor nutrition. Positive results at these schools were an indication of cost effectiveness for the program as a whole. (Contains 3 figures, 3 tables, and 35 references.) (SLD)

ED 457 220

TM 033 318

Gibson, Rich

Outfoxing the Destruction of Wisdom.

PUB DATE- 01

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Achievement Tests; Coping; Instructional Effectiveness; *Social Influences; *Standardized Tests; *Teaching Methods; Test Bias; Test Coaching; Test Results; *Test Use

This critique of standardized tests begins by placing the use of such tests within a social context. It then addresses the matter of standardized testing in theory and practice in relation to teaching. The substance of standardized examinations, their common content, and the things they do not test are also explored. The relationship of good teaching to history and the corollary of research and teaching to defeat irrational thinking are considered. The paper also addresses what students and parents can do when they are confronted with

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Census Figures; College Graduates; *Educational Trends; Elementary Secondary Education; *Enrollment Projections; Futures (of Society); High School Graduates; Higher Education; Private Schools; Public Schools; School Demography; *School Statistics; Tables (Data)

IDENTIFIERS- National Center for Education Statistics

This report, 30th in a series begun in 1964, provides revisions to projections shown in "Projections of Education Statistics to 2010." It includes statistics on elementary and secondary schools and degree-granting institutions. Included are projections for enrollment, graduates, teachers, and expenditures to the year 2011. The report also included projections of public elementary and secondary enrollment and high school graduates to the year 2011 at the high school level. The projections in this report reflect revisions influenced by the 1990 Census, but exclude the net undercount of 4 to 5 million. Most of the projections include three alternatives, based on different assumptions about demographic and economic growth paths. The middle alternative, the first set of projections, is considered to represent the most likely scenario. Total public and private elementary and secondary enrollment is projected to increase from 52.9 million in 1999 to 53.4 million in 2005. Total enrollment is then projected to decrease to 53.0 million by 2011, resulting in a less than 1% increase from 1999 to 2011. Enrollment in degree-granting institutions is projected to increase by 20% over the period. Five appendixes contain a discussion of projection methodology, supplementary tables, data sources, a glossary, and a discussion of methodology for the Integrated Postsecondary Education Data System. (Contains 59 figures and 61 tables.) (SLD)

ED 457 242

TM 033 369

Koretz, Daniel; Berends, Mark

Changes in High School Grading Standards in Mathematics, 1982-1992.

SPONS. AGENCY- College Entrance Examination Board, Princeton, NJ.

PUB DATE- 01

NOTE- 95p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Change; *Grade Inflation; *Grading; *High School Students; High Schools; *Mathematics Achievement; National Surveys; *Standards

IDENTIFIERS- High School and Beyond (NCES); National Education Longitudinal Study 1988

Changes in high school grading standards were evaluated, focusing on mathematics because only in mathematics was it possible to adjust grades to take into account tested achievement. Data are from nationally representative surveys, the High School and Beyond Study, and the National Education Longitudinal Study of 1988. Descriptive analyses were carried out for overall high school grade point average (GPA) and for academic GPA in several subject areas. The term "grade inflation" typically refers to an increase in the average grades attained by students with a given level of proficiency in the material grades are supposed to represent. This change, called "mean shift" inflation in this report, is one way in which grades

state-specific examinations. They investigated the approximate grade level of the test, how challenging the test questions were, and whether the knowledge was relevant to teaching. Results found that the ETS series of essay examinations, which requires candidates to demonstrate their depth of knowledge, is a good measure of teachers' skills. However, this series is required by far fewer states than is the lower level multiple-choice examination. The NES Massachusetts literacy and communications skills examination asks more complex questions than do other examinations. Most tests examined were multiple choice assessments dominated by high-school-level material. There was no evidence of content at the baccalaureate level in any test. After presenting a summary of the tests, the article discusses who determines test content, reasons for a minimal approach to teacher licensing, and whether licensing examinations mean anything. (SM)

ED 457 262

UD 034 401

Haycock, Kati, Ed.; Barth, Patte, Ed.; Mitchell, Ruth, Ed.; Wilkins, Amy, Ed.

Ticket to Nowhere: The Gap between Leaving High School and Entering College and High-Performance Jobs.

SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.

PUB DATE- 99

NOTE- 34p.; Theme issue.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Academic Standards; College Admission; *College Bound Students; Elementary Secondary Education; Evaluation Methods; *High School Graduates; Higher Education; *State Standards; Statistical Data; *Student Evaluation; Track System (Education)

IDENTIFIERS- Maryland; Massachusetts; New York

This issue discusses changes in standards, assessments, and graduation requirements needed in K-12 and higher education, examining whether high school graduates are adequately prepared to enter college without remediation. Currently, about three-quarters of high school graduates will attend college. Among students who take the recommended number of core courses, many do not take the right courses to be prepared for college. Some see the standards movement as a way to unite excellence and equity. Successful examples from New York, Maryland, and Massachusetts are presented. This issue also presents a statement of state education CEOs drafted during a meeting of education leaders from seven states. It discusses the current situation of education, their goals and commitment, and accountability. Another article emphasizes the need to align assessments, describing an analysis of various high school tests used for admissions to postsecondary institutions. Results show that with the exception of a few states that have used tests as tools to raise standards, most assessments are inconsistent and not aligned with standards. A final article presents actions for communities and states when rethinking high school graduation standards, including: communities need clear information on the content of tests required for graduation and on skills and knowledge expected of entering first-year college students; high school students should be required to complete rigorous college-preparatory courses; eliminate redundancies and mixed messages in assessments. (SM)

ED 457 263

UD 034 402

current Title I law and new initiatives for at-risk children); (2) "Profile of Title I Participants and Resources" (who receives Title I services and funds, what the Title I dollar buys, and targeting of Title I funds); (3) "Progress in Student Performance in High-Poverty Schools" (student performance on state and national assessments); (4) "Implementation of Standards, Assessments, and Accountability Systems" (e.g., development of state content and performance standards and of state assessment systems, and the impact of standards-based reform on teacher practices and student performance); (5) "Strategies for Improving Teaching and Learning" (e.g., comprehensive, research-based school reform, early childhood education, and extended learning time); (6) "Special Title I Services" (Title I services for students attending private schools, Migrant Education Program, and programs for students who are neglected, delinquent, or at risk of dropping out); and (7) "Progress and Challenges." (Contains 121 endnotes.) (SM)

ED 457 281

UD 034 421

The Status of Equal Opportunity for Minorities in Moorhead, Minnesota.

PUB DATE- 01

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Attitude Measures; Civil Rights; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Higher Education; *Housing; *Minority Groups; Racial Discrimination; Socioeconomic Status

IDENTIFIERS- *Public Safety

This report contains information received at a public fact finding meeting held in Moorhead, Minnesota, in 1999. The meeting examined equal opportunity conditions for minority residents in Moorhead, noting possible disparities in four areas: income and employment, education, public safety, and housing and public accommodation. To buttress the data collected, researchers administered attitudinal surveys to white and minority residents. After an introduction to the study, data are presented on the four areas, offering background information, survey results, commentary from public and organization officials, and commentary from the minority community. Overall, there were significant differences between white and minority members' perceptions of equal employment opportunity. Whites perceived that there was equal opportunity in employment and earning, while minorities perceived barriers to equal employment opportunity. Minorities were disproportionately under-represented in the public workforce. The Moorhead Human Rights Commission was perceived as a weak, ineffective enforcement mechanism for ensuring equal employment opportunity. The report recommends that the city commit to an affirmative action program designed to recruit, hire, and promote people of color and that the city vest the Human Rights Commission with real enforcement power. (SM)

ED 457 282

UD 034 422

Kallus, Richard, Ed.

Secondary School Completion and Dropouts in Texas Public Schools, 1999-00.

PUB DATE- 01

educating disadvantaged children. The study occurred at 25 urban or suburban/rural sites. Participating schools had Chapter 1 programs or were eligible for Chapter 1. The sample included students in grades 1, 3, and 9 who were followed for 3 years. Strategies included Reading Recovery, computer assisted instruction, peer tutoring, extended-day and extended-year projects, schoolwide projects, Success for All projects, Comer School Development projects, Paideia projects, and Re:Learning/Coalition of Essential Schools Projects. Data collection included observations of classroom instruction and student-teacher and student-student interactions, interviews with school-related staff, and surveys of parents, teachers, principals, district coordinators, and students. All students completed standardized tests. Three children in each school were followed throughout their school day to examine what the special strategy and school were like for them. Second year findings included: all 10 of the special strategies had positive impacts on groups of at-risk students; quality of implementation was always critical; and fiscal and other crises had powerful negative impacts on program implementation. An appendix contains writing samples and a scoring guide. (Contains 31 references.) (SM)

ED 457 301

UD 034 453

Chall, Jeanne S.

The Academic Achievement Challenge: What Really Works in the Classroom?

PUB DATE- 00

NOTE- 210p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Computer Uses in Education; Dropouts; Educational Innovation; Educational Policy; Educational Research; Elementary Secondary Education; Grouping (Instructional Purposes); Home Schooling; Learning Disabilities; Low Income Groups; Mass Media; Mathematics Instruction; Open Education; Parent Influence; Reading Instruction; School Readiness; Science Instruction; Self Esteem; Social Promotion; Social Studies; Socioeconomic Influences; *Teaching Methods

IDENTIFIERS- *Learner Centered Instruction; *Teacher Centered Instruction

This book discusses how best to instruct students, reviewing and evaluating the many educational reforms and innovations that have been proposed and employed over the past century and comparing achievement rates resulting from traditional, teacher-centered approaches with those resulting from progressive, student-centered methods. Findings indicate that teacher-centered approaches result in higher achievement overall. The book makes a case for basing future education reforms and innovations on a solid empirical foundation. Ten chapters discuss: (1) "Academic Achievement: An American Dilemma"; (2) "Traditional, Teacher-Centered Education versus Progressive, Student-Centered Education"; (3) "Twentieth-Century Trends in Educational Policy: The Shift toward Student-Centered Programs"; (4) "Trends in Reading, Mathematics, Science, and Social Studies, 1900 to the 1990s"; (5) "Research on the Overall Effects of Teacher- and Student-Centered Educational Programs"; (6) "Descriptive Studies of Early Educational Experiments"; (7) "Student-Centered Education: From Theory to Practice"; (8) "Socioeconomic and Learning Difference Effects";

standardized testing. Standardized tests are characterized by "intellectual bias, irrationalism, racism, fatuous anticommunism, witless patriotism, the worship of capital, the fear of sexuality, and the justification of the way things are." Subservience, powerlessness, and alienation are the consequences of standardized tests. Many important truths for educators and students are not represented on standardized tests. There is no standardized pathway to wisdom, nor to democracy, and good teaching is not enhanced by standardized testing. Good teaching must be aligned with the quest for social justice, and standardized testing promotes neither. (Contains 21 references.) (SLD)

ED 457 221

TM 033 319

Gil, Ana; Labar, Virginia

Teachers Reflecting on Global Learning Strategies across Content Areas.

PUB DATE- 01

NOTE- 13p.; Paper presented at the Annual Meeting of the International Council for Innovation in Higher Education (19th, Rome, Italy, November 4-8, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; *Learning Strategies; *Metacognition; *Middle School Teachers; Middle Schools; *Teacher Attitudes; Teaching Methods

IDENTIFIERS- *Reflective Practice

Teachers in a middle school using the Strategic Teaching and Reading Project, a nationally recognized research-based model for educational change, were asked to reflect on their own teaching practices and experiences with the five global strategies of: metacognition, prior knowledge, inference, word meaning, and text structure. The instructional plan involved teaching all five learning strategies in each content area while each department highlighted one learning strategy monthly on a rotating basis throughout the year. The Strategic Teaching and Reading Project assist teachers to become strategic facilitators of the learning process. Findings to this point indicate that the teachers have become more effective in their teaching practices. They have reconsidered their ways of delivering course content, recognized their strengths and weaknesses, become more aware of the ways the five strategies can be implemented, developed a cognitive framework to outline their lesson plans, and overcome initial resistance to using the strategies in daily teaching practices. (Contains 22 references.) (SLD)

ED 457 222

TM 033 320

Gil, Ana; Osiecki, Nilma; Juarez, Alberto
Students Reflecting on What They Know.

PUB DATE- 01

NOTE- 13p.; Paper presented at the Annual Meeting of the International Council for Innovation in Higher Education (19th, Rome, Italy, November 4-7, 2001).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Elementary School Students; Elementary Secondary

might become inflated; another way is in the weakening of the relationship between proficiency and grades ("decreased correlation"). This study examined both of these possible changes, and the analyses did not show substantial grade inflation between 1982 and 1992. Results suggest that, if changes in tested proficiency are taken into account, grades were deflated over the period, at least in academic mathematics courses. The report also discusses the widespread perception, not supported by these findings, of grade inflation. (Contains 16 figures, 33 tables, and 41 references.) (SLD)

ED 457 243

TM 033 370

Linn, Robert L.

The Influence of External Evaluations on the National Assessment of Educational Progress. CSE Technical Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Inst. of Statistical Sciences, Research Triangle Park, NC.

PUB DATE- 01

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Evaluation Utilization; National Surveys; Program Evaluation; *Research Design; Research Methodology

IDENTIFIERS- *External Evaluation; *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has been the subject of many evaluations during its history. Those evaluations are reviewed, focusing on external evaluations, and the influences of recommendations made in the evaluations are discussed. The report concludes that many of the recommendations of evaluators have been heeded by those responsible for the design and conduct of the NAEP. (Contains 38 references.) (Author/SLD)

ED 457 244

TM 033 371

Miller-Whitehead, Marie

Practical Considerations in the Measurement of Student Achievement.

PUB DATE- 01

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Criterion Referenced Tests; Elementary Secondary Education; Evaluation Methods; *Norm Referenced Tests; *Performance Based Assessment; Program Evaluation; School Districts; Schools; *Test Use

Those who are charged with the evaluation of an educational program or school or effects of teaching often must consider how well students do on the variety of standardized tests they take in the course of a school year. This overview describes common types of tests students take in large-scale programs. Criterion-referenced tests are tests that measure knowledge or skills that students should have mastered. They are based on grade-level curriculum guidelines. Norm-referenced testing is quite different in concept. Test developers administer a pilot

Fine, Marvin J., Ed.; Lee, Steven W., Ed.
Handbook of Diversity in Parent Education: The Changing Faces of
Parenting and Parent Education.

PUB DATE- 00

NOTE- 385p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Adolescents; Advocacy; Brain; *Child Rearing;
Children; Chronic Illness; Crisis Intervention; Cultural
Influences; Developmental Disabilities; Emotional Disturbances;
*Ethnicity; Family (Sociological Unit); Fathers; Gender Issues;
Grandparents; Learning Disabilities; Mental Disorders;
Neurological Impairments; *Parent Education; *Parenting Skills;
Parents; Psychoeducational Methods; Sexuality

IDENTIFIERS- Dysfunctional Family

This collection of papers identifies programs designed to educate
and meet the needs of diverse parents. The 16 papers are: (1)
"American Families in the 1990s and Beyond" (Dennis H.
Karpowitz); (2) "Gender Issues in Parenting: Parenting Teenage
Girls" (Lauren Ayers); (3) "Teaching about Sexual Diversity: A
New Frontier for Parenthood Educators" (Donna Swall and Forrest
Swall); (4) "Parenting and Ethnicity" (Diane McDermott); (5)
"Parenting in the Global Community: A Cross-
Cultural/International Perspective" (John Bennett and Liam K.
Grimley); (6) "A Psychoeducational Program for Parents of
Dysfunctional Backgrounds" (Marvin J. Fine and Katherine F.
Wardle); (7) "Supportive Family Training: Education and Support
for the Parents of Persons with Serious Mental Illness" (Sheila
Le Gacy); (8) "Parent Education for Fathers" (Stephen T.
Sirridge); (9) "Grandparents Raising Grandchildren" (Oliver W.
Edwards); (10) "Parenting Emotionally Disturbed Children" (Eric
M. Vernberg and Anabella Pavon); (11) "Parenting Children with
Learning Disabilities" (Paula E. Lancaster); (12) "Parenting
Children with Brain Injury" (William J. Warzak and Cynthia M.
Anderson); (13) "Parenting Chronically Ill Children" (Steven W.
Lee and Thomas P. Quirk); (14) "Education Programs for Parents
and Families of Children and Youth with Developmental
Disabilities" (Earle Knowlton and Douglas Mullenax); (15)
"Educating Parents To Be Advocates for Their Children"
(Michelle L. Moriarty and Marvin J. Fine); and (16) "Managing
Crisis: Intervention Skills for Parents" (K. C. Lazzara and
Scott Poland). (Papers contain references.) (SM)

ED 457 264

UD 034 403

Coalition for Asian American Children and Families Fact Sheets:
A Series To Promote Better Understanding of the Health and
Human Services Needs of Asian American Children and Youth in
New York City.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Fund
for the City of New York, NY.

PUB DATE- 01

NOTE- 11p.; Also supported by the Child Welfare fund.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- Adolescents; *Asian Americans; Child Abuse; *Child
Health; Child Neglect; Children; *Cultural Differences;
Elementary Secondary Education; Family Health; Family
(Sociological Unit); *Health Needs; Health Promotion;
Immigrants; Limited English Speaking; Urban Youth

NOTE- 105p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accountability; Dropout Prevention; *Dropout Rate; Dropout Research; Dropouts; Educational Attainment; *Graduation; High School Graduates; High Schools; Public Schools; *Student Attrition; Tables (Data)

IDENTIFIERS- State Policy; *Texas

This report includes state summaries of the annual dropout rate used in the accountability system, along with state attrition rates. It offers a series of longitudinal secondary school completion/student status rates. Out of 1,794,521 students attending Texas public secondary schools during 1999-00, 23,457 dropped out, a decrease of 15.0 percent. Dropout rates for African American and Hispanic students remained above that for white students. The statewide annual dropout rates for grades 9-12 was 1.8 percent. Out of 244,777 in the class of 2000 grade 9 cohort, 80.7 percent graduated, 4.8 percent received a General Educational Development certificate, and 7.3 percent continued school the following school year. The 4-year longitudinal dropout rate was 7.2 percent. The report provides historical information about Texas dropout policy and the evolution of the dropout definition used for accountability purposes. Common methods of measuring student progress through school are discussed, along with potential advantages and disadvantages associated with each measure. The report describes Texas Education Agency data collection, processing, and reporting and discusses national requirements for dropout data. Finally, it summarizes reasons students drop out and outlines effective dropout prevention strategies. Ten appendixes present further dropout data. (Contains 15 tables, 14 figures and 30 references.) (SM)

ED 457 283

UD 034 423

Hauser, Robert M.; Huang, Min-Hsiung

Trends in Black-White Test-Score Differentials. Discussion Paper.

SPONS. AGENCY- National Science Foundation, Arlington, VA.;

Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Wisconsin Univ., Madison. Center for Demography and Ecology.

PUB DATE- 96

NOTE- 59p.; Paper prepared for the conference, "Intelligence on the Rise: Secular Changes in IQ and Related Measures," Emory University (Atlanta, GA, April 12-14, 1996). Also sponsored by the Vilas Estate Trust.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Ability; Academic Achievement; Black Students; Elementary Secondary Education; *Intelligence Differences; Intelligence Quotient; Intelligence Tests; *Racial Differences; *Scores; *Verbal Ability

Until the 1970s, there were few signs of change in the historic difference of one standard deviation between average ability or achievement test scores of black and white students. From 1970 to the mid-to-late 1980s, there was a substantial convergence of the average achievement test scores of blacks and whites. From the mid-to-late 1980s to 1992, test scores began to diverge again. This paper reviews evidence about the timing of

(9) "Parents, the Media, and Other Nonschool Educators"; and
(10) "Where Do We Go from Here? Conclusions and
Recommendations." An appendix discusses key differences between
teacher-centered and student-centered instruction. (Contains
178 references and an index.) (SM)

ED 457 302

UD 034 454

Brighouse, Harry
School Choice and Social Justice.

PUB DATE- 00

NOTE- 222p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- Conservatism; Democracy; Diversity (Student);
Educational Policy; Educational Vouchers; Elementary Secondary
Education; *Equal Education; Foreign Countries; Liberalism;
Multicultural Education; Parent Rights; Politics of Education;
*School Choice

IDENTIFIERS- England; *Social Justice; Wales

This book presents a view of what constitutes social justice in
education, arguing that justice requires that all children have
a real opportunity to become autonomous people, and that the
state use a criterion of educational equality for deploying
educational resources. Through systematic evaluation of
empirical evidence, the book suggests that existing plans do
not fare well against the criterion of social justice, yet this
need not impugn school choice. The book offers a school choice
proposal for implementing social justice and explains why other
essential educational reforms can be compatible with choice.
The nine chapters focus on: (1) "Liberal Theory and Education
Policy"; (2) "The Case for Choice"; (3) "Three Red Herrings"
(three unsuccessful arguments against school choice); (4) "The
Case for Autonomy-Facilitating Education"; (5) "Objections to
Autonomy-Facilitating Education"; (6) "The Case for Educational
Equality"; (7) "Objections to Educational Equality"; (8)
"Social Justice and Existing School Choice Programmes"; and (9)
"School Choice for Social Justice?" (Contains 145 references
and an index.) (SM)

ED 457 303

UD 034 455

Ziliak, James P.

Income Transfers and Assets of the Poor. Revised. Discussion
Paper.

PUB DATE- 01

NOTE- 46p.; Revision of IRP Discussion Paper no. 1202-99.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Family Income; Incentives; *Low Income Groups;
*Poverty; Socioeconomic Status

IDENTIFIERS- *Lifetime Income; *Wealth

Contrary to the predictions of the standard life-cycle model,
many low lifetime-income households accumulate little wealth
relative to their incomes compared to households with high
lifetime income. This paper uses data from the Panel Study of
Income Dynamics and a correlated random-effects generalized
model of moments estimator to decompose the rich-poor wealth-to-
permanent income gaps into the portions attributable to
differences in characteristics such as labor market earnings,
income uncertainty, observed demographics, and the use of

Education; Learning Strategies; *Metacognition; *Reading Comprehension; *Secondary School Students IDENTIFIERS- *Reflective Thinking

The metacognitive strategies used in reading were studied for students from grade 2 through grade 12 (no data were collected for grade 4). The Strategic Teaching and Reading Project (STRAP) is a research-based instructional improvement and staff development project to improve reading comprehension. Ten K-12 public schools, and 1,570 students participated in this study. All schools and teachers participated in a 2-year STRAP plan. Teachers were exposed to and trained on five global reading strategies of STRAP, including metacognition, for 3 consecutive days and were given training in using the approach in the classroom. The researchers created a framework of 35 metacognitive behaviors based on a literature review. Findings suggest that students used 19 of the 35 metacognitive behaviors. The fact that metacognitive strategies proved effective suggests that these strategies should be integrated into instruction for students at various ability levels, ages, and grade levels. (Contains 10 tables and 16 references.) (SLD)

ED 457 223

TM 033 321

Mitchell, Mathew; Randolph, Karen
Creative Habits and the Meaning-Oriented Curriculum.
PUB DATE- 01

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Session sponsored by John Dewey Society SIG.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adults; *Creativity; *Curriculum Development; Interviews; Personality Traits

The connection between creativity and education was studied through interviews conducted by 2 interviewers with 53 creative individuals in northern California, selected because they had visibly recognized success in their fields and they were at least 35 years old. Both researchers developed a matrix of themes. There were 10 major themes that ran across the interviews in Researcher A's analysis. Six of these were explicitly predicted based on the writings of John Dewey. The analysis by Researcher B identified 3 major categories under which 14 specific themes were placed. The two approaches seemed to catch different themes, but the themes could be grouped into three major categories: (1) essential background (discipline); (2) habits of inquiry (engagement); and (3) supportive features (landscape). This initial analysis suggests that researchers may want to explore how to develop a curriculum that incorporates the toolbox of habits successful creative individuals have. (SLD)

ED 457 224

TM 033 322

Sanders, Phyllis
Peer Tutoring: An Effective Instructional Strategy.
PUB DATE- 01

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Elementary Secondary Education; *Instructional

test to a representative group of students, compute average scores, and then compare student achievement on the tests to how well the average student performed on the pilot test. Performance based tests are usually paper and pencil tests that are not multiple choice. Such tests are used to assess writing skills, computer skills, or skills in a field such as the performing arts. Using test results and other assessments, the comparison of schools and school districts can be problematic. For this reason, the idea of "value added" or gain score measurement has been adopted by some tests to measure a student against his or her own previous performance. This overview of testing and test concepts may help parents, teachers, and community members in discussions of the various tests administered in a local school district. (Contains 15 references.) (SLD)

ED 457 245

TM 033 372

Vinovskis, Maris A.

Overseeing the Nation's Report Card: The Creation and Evolution of the National Assessment Governing Board (NAGB).

PUB DATE- 01

NOTE- 92p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- *Academic Achievement; *Educational History; Elementary Secondary Education; National Competency Tests; Research Design; *Test Construction; Test Results; Test Use

IDENTIFIERS- *National Assessment Governing Board; National Assessment of Educational Progress; Standard Setting

This paper describes the creation of the National Assessment Governing Board (NAGB) in 1998 and examines the background characteristics of the Board members and their attendance at NAGB meetings. The staffing and financing of the NAGB and the relationship between the agency and the National Center for Education Statistics is also considered. The paper also explores two of the major issues addressed by the NAGB: the reporting of state-level National Assessment of Educational Progress (NAEP) data and the setting of student performance standards. The paper concludes with some observations about NAGB development and its functioning during the past 10 years and some recommendations for improvements. The NAGB and the NAEP have played an important role in telling how well U.S. children are doing in school and defining what expectations for them should be. The next step is to provide the effective education that students need to reach the goals set out for them. Perfecting the operation of the NAGB and the NAEP without addressing the need for better research and development in the areas of school improvement models and classroom practices makes little sense. (Contains 335 endnotes.) (SLD)

ED 457 246

UD 034 304

Pomeroy, Eva

Experiencing Exclusion.

PUB DATE- 00

NOTE- 159p.; Produced by Trentham Books Limited.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Problems; Discipline; Diversity (Student); Educational Environment; *Expulsion; Family Influence; Foreign

IDENTIFIERS- *New York (New York)

This series of four fact sheets addresses the health and human service needs of Asian American children living in New York City. The first fact sheet, "Snapshots of New York City: An Overview of Asian American Families," discusses the diversity of the Asian American and Pacific Islander (AAPI) population in New York, examining AAPI neighborhoods, family resources, and education and linguistic isolation. The second fact sheet, "Education and New York's Asian American Children," focuses on understanding English, the progress of all English Language Learners (ELLs), failure to graduate, lack of Asian American presence, cultural influences, and parent involvement. The third fact sheet, "Child and Family Health of New York's Asian American Community," discusses barriers to health care, maternity care, hepatitis and tuberculosis, mental health, and adolescent health concerns. The fourth fact sheet, "Understanding Issues of Abuse and Neglect and Asian American Families," focuses on linguistic obstacles, cultural differences, issues of neglect, foster care, and immigration law. (SM)

EO 457 265

UD 034 404

White, Andrew; Lee, Jessica; Lee, Larry
Half-Full or Half-Empty? Health Care, Child Care, and Youth Programs for Asian American Children in New York City.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.;
Foundation for Child Development, New York, NY.

PUB DATE- 99

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; *Asian Americans; At Risk Persons; *Child Health; Children; Cultural Differences; Day Care; Diversity (Student); Elementary Secondary Education; Employment; Ethnicity; Health Insurance; Health Needs; Housing; Immigrants; Limited English Speaking; Tables (Data); *Youth Programs

IDENTIFIERS- *Access to Health Care; *New York (New York)

This report examines the availability of health care, child care, and youth programs for Asian Americans in New York City. The Asian American community currently makes up 10 percent of the city population. Asian New Yorkers represent diverse cultures and languages but share certain underlying values and challenges. One commonality is their inadequately documented needs. Limited data suggest substantial needs that current approaches do not satisfy. The Asian American community is overwhelmingly a population of immigrant adults and their children many working long hours at low paying labor and service jobs. They face health and service providers who do not speak their language, cannot access interpreters, and are not trained in cross-cultural issues. Resources targeting the Asian American community are severely lacking. Child care and youth programs are scarce. Despite these obstacles, many Asian American families succeed. Recommendations include: improve measurement of the status of Asian American children, commit to supporting healthy development for all children, and increase the numbers of Asians in decision making positions. Six appendixes present: immigration rates; the 1996 Housing and Vacancy survey and imputation problems; New York City Asian neighborhoods; community mental health services; the subsidized child care system; and cultural competency. (Contains 28 tables

the change in test scores and the types of tests in which it has occurred. It mainly uses National Assessment of Educational Progress data, though the convergence appears in other test series. Herrnstein and Murray's "The Bell Curve" stands almost alone in minimizing the importance of the convergent trends. A longer-term convergence between the verbal abilities of blacks and whites is seen in General Social Survey (GSS) data. GSS data shows a long-term decline in verbal ability among whites. Black-white differences in cognitive tests appear to have been reduced for cohorts born after the mid-1960s. The paper stresses the importance of the many cognitive tests across which black performance has begun to converge toward that of whites. (Contains 60 references.) (SM)

ED 457 284

UD 034 424

Perez, Sonia M.

Beyond the Census: Hispanics and an American Agenda. Final Edition.

SPONS. AGENCY- Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.

PUB DATE- 01

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Demography; Early Childhood Education; Educational Quality; Elementary Secondary Education; Employment; Equal Education; Equal Opportunities (Jobs); Graduation; Health Insurance; *Hispanic Americans; Housing; Immigrants; Neighborhoods; *Population Trends; Safety; Salaries; School Segregation; Wages

IDENTIFIERS- Access to Health Care

This report describes the Hispanic population in the United States. Data come mainly from the U.S. Census Bureau's 2000 Census and the March 2000 Current Population Survey and Report on Hispanics. Six sections include: (1) "Introduction" (overview of the U.S. Latino population, translating the data, and the U.S. agenda for Hispanics); (2) "Strong Neighborhoods and Safe Communities" (residence, family structure, housing and home ownership, isolation, and implications); (3) "Good Schools and Educational Excellence" (youthfulness, student population growth, immigrant students, pre-primary education, segregation, high school completion, and implications); (4) "Opportunities To Work and Save" (labor and productivity, economic mobility, earnings and assets, savings, and implications); (5) "Quality Health Care" (health insurance coverage, incidence of disease, and implications); and (6) "Conclusions." (Contains 15 figures and 17 endnotes.) (SM)

ED 457 285

UD 034 425

Smith, David M.; Gates, Gary J.

Gay and Lesbian Families in the United States: Same-Sex Unmarried Partner Households. A Preliminary Analysis of 2000 United States Census Data.

PUB DATE- 01

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Numerical/Quantitative Data (110)

transfer programs which may have stringent income and liquid-asset tests, and to differences in the estimated coefficients on the respective characteristics. The results suggest that while wealth-to-permanent income ratios are increasing in permanent labor income and income uncertainty, transfer income, with or without asset tests, discourages liquid asset accumulation. The decompositions indicate that most of the rich-poor wealth gap is attributable to differences in average characteristics and not to differences in the degree of responsiveness to incentives and disincentives to save. The leading factor driving the liquid wealth-to-permanent income gap between the rich and poor is asset-tested transfer income, while the primary factor driving the net worth-to-permanent income gap is labor market earnings. The evidence presented suggests that recent state efforts to raise liquid-asset limits for benefit eligibility as part of the 1996 welfare reform act are likely to increase incentives to save and may aid in reducing the liquid wealth-to-permanent income gap between the poor and non-poor. (Contains 52 references.) (SM)

ED 457 304

UD 034 456

Mihalic, Sharon; Irwin, Katherine; Elliott, Delbert; Fagan, Abigail; Hansen, Diane

Blueprints for Violence Prevention. Juvenile Justice Bulletin.

PUB DATE- 01

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- Aggression; Alcohol Education; Behavior Disorders; Bullying; Disadvantaged Youth; Drug Education; Early Intervention; Elementary Secondary Education; Family Counseling; Foster Care; Health Promotion; Interpersonal Relationship; Nurses; Problem Solving; Substance Abuse; *Violence

IDENTIFIERS- Big Brother Big Sister Programs; Home Visitors; *Risk Reduction

The Center for the Study and Prevention of Violence (CSPV) at the University of Colorado at Boulder identified 11 prevention and intervention programs that met a strict scientific standard of program effectiveness. This bulletin describes the CSPV's selection criteria in choosing model programs (e.g., evidence of deterrent effect when using a strong research design, sustained effects, multiple site replication, analysis of mediating factors, and cost versus benefits). The 11 models are highlighted and include such programs as Prenatal and Infancy Home Visitation by Nurses (which sends nurses to the homes of low-income, first time mothers to teach parenting skills and promote health); Promoting Alternative Thinking Strategies (a school-based intervention that works on self-control, emotional understanding, self-esteem, relationships, and interpersonal problem solving); and the Bullying Prevention Program (which is designed to reduce bullying among elementary and middle school students by reducing opportunities and rewards for bullying behavior). The bulletin discusses program replication, evaluation, planning, and funding and notes lessons learned in such areas as administrative tensions, professional insecurities, and intra-agency and interagency links. It describes such implementation strengths as administrative support, program champions, staff, and technical assistance providers. (SM)

Effectiveness; Literature Reviews; *Peer Teaching; *Teaching Methods; *Tutoring

This review examines the literature addressing the concept of peer tutoring. Journal articles and education documents written within the last 10 years that discussed peer tutoring were considered. The evidence reviewed overwhelmingly supported the use of peer tutoring and discussed it as an effective instructional strategy. The key points that were proclaimed by peer tutoring advocates were enhanced academic and social benefits to students with and without disabilities. Advocates also encouraged the use of peer tutoring to help meet the educational needs of students with and without disabilities. However, educators interested in implementing peer tutoring practices should make certain that students are properly trained in both roles, the tutor and the tutee roles. (Contains 25 references.) (Author/SLD)

ED 457 225

TM 033 323

Elhoweris, Hala

Cooperative Learning: Effective Approach to a Multicultural Society.

PUB DATE- 01

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cooperative Learning; *Diversity (Student);

Educational Theories; Elementary Secondary Education;

*Multicultural Education; *Teaching Methods

Tension and anxiety are prevalent among students from different ethnic and cultural backgrounds. With the rapidly changing population demographics of the United States and the significant growth of diverse multicultural groups, schools and professionals are being challenged as to how to provide the best comprehensive education to their increasingly diverse student populations. This paper describes how cooperative learning can be a powerful educational approach for helping all students attain content standards and develop interpersonal skills necessary for achieving success in a multicultural world. The paper focuses on three issues: (1) the effective elements of cooperative learning (i.e., positive interdependence, face-to-face interaction, individual accountability, and social skills group processing); (2) theoretical research supporting cooperative learning and its positive influence for diverse students; and (3) implications for theory and practice of cooperative learning for diversity. (Contains 40 references.) (Author/SLD)

ED 457 226

TM 033 324

Reichstetter, Rosemary A.

Wake County Safe Schools/Health Students Project. Year Two--Mid-Year Performance Report. October 1, 2000-March 31, 2001. E&R Report.

PUB DATE- 01

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

Countries; High School Students; High Schools; Nontraditional Education; *Peer Relationship; Student Attitudes; *Student Behavior; Student Participation; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- Great Britain; Student Engagement

This book describes a study that examined the perceptions of 33 expelled British high school students regarding the realities of their educational experiences. Participants were predominantly working class, ethnically diverse 10th and 11th graders, all of whom had been permanently excluded from school and were attending behavioral support service centers. Students completed semi-structured interviews designed to collect their personal stories. The book's nine chapters, which describe the findings, are: (1) "Introduction"; (2) "The Research"; (3) "Exclusion, Behaviour and Identity"; (4) "Relationships with Teachers"; (5) "Relationships with Peers in School"; (6) "Factors outside of School"; (7) "School Work, Educational Provision and Engagement"; (8) "Schools and Centers as Learning Environments"; and (9) "What Schools Can Do." Students' accounts mirrored those of other disaffected students from other studies. Exclusion resulted in considerable upheaval and stigma. Respondents experienced difficulty in one or more of several areas (interactions with teachers, peers, family members, and the legal system). Their experiences in the behavioral support centers featured more positive relationships with teachers, minimal disruptive behavior, a relative absence of malicious peer relations, and an opportunity to engage successfully in schoolwork. (Contains 83 bibliographic references.) (SM)

ED 457 247

UD 034 305

Blackledge, Adrian

Literacy, Power and Social Justice.

PUB DATE- 00

NOTE- 159p.; Produced by Trentham Books Limited.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cultural Differences; Elementary Secondary Education; English (Second Language); Family Involvement; Foreign Countries; *Language Minorities; *Literacy Education; Multicultural Education; Multilingualism; Parent Participation; *Parent School Relationship; Reading Instruction; Second Language Learning

IDENTIFIERS- Bangladeshis; Social Justice

This book examines how in a multicultural, multilingual society, schools must involve parents and community members in literacy teaching and learning. By building on existing literacy, schools can become catalysts in empowering children, families, and teachers. Collaborative literacy teaching and learning can be a positive force in redefining relations of power and enhancing social justice. The book presents a model of literacy teaching and learning based on the existing literacy of linguistic minority children and families. It describes a recent study of the literacy support practices of Bangladeshi parents in an urban setting in Britain as they tried to help their children become proficient in school and community literacies. The stories make clear the attitudes, expectations, and frustrations involved in the literacy learning process when majority culture educators attempt to involve minority culture parents in their children's education. The book's seven chapters are: (1) "The Social Process of Literacy"; (2)

and 32 references.) (SM)

ED 457 266

UD 034 405

A Seat at the Table: Toward a National Agenda for Asian Pacific American Children. Proceedings from "Children in Need: Asian American and Pacific Islander Children" at the Children's Defense Fund National Conference (New York, NY, March 25-28, 2000).

SPONS. AGENCY- Office of Minority Health (PHS/DHHS), Washington, DC.

PUB DATE- 00

NOTE- 24p.; Funded by the DHHS Office of Minority Health Region 2.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Asian Americans; Child Abuse; *Child Health; Child Neglect; Child Welfare; Cultural Relevance; Elementary Secondary Education; Health Needs; Immigrants; Mental Health; *Pacific Americans; Poverty; Racial Bias; Violence

IDENTIFIERS- Welfare Reform

These proceedings from a conference on the health needs of Asian and Pacific American (APA) children include discussions and recommendations from each breakout session. The breakout sessions focused on trends and services; K-12 education; health and mental health; child abuse and neglect services; bias crime and violence; and poverty and welfare reform. Several common themes were raised repeatedly, and various priorities were examined, including: organize youth and parents to speak out for system reform and to participate actively in program planning; hold systems accountable to becoming more responsive to APA community needs; strengthen APA's advocacy ability with better data collection, evaluation, and needs assessments on APAs; develop linkages, networks, and collaborations inside and outside the APA community that maximize resources and expertise; promote cross-cultural understanding and realities of living in a multicultural society; and strive to bring more APAs into education, policy, and health and human services professions. (SM)

ED 457 267

UD 034 406

Utt, Ronald D.

New Tax Law Boosts School Construction with Public-Private Partnerships. The Heritage Foundation Backgrounder No. 1463.

PUB DATE- 01

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; Federal Legislation; Foreign Countries; *Partnerships in Education; Public Schools; *School Business Relationship; *School Construction; Urban Areas
IDENTIFIERS- Canada; *Public Private Relationship; *Tax Exemptions; Tax Incentives; United Kingdom

This report describes a provision in a tax bill implemented in June 2001 that allows towns and cities to build public school facilities faster, better, and less expensively by forming public-private partnerships with qualified real estate investors and developers. Private sector investors can fund construction, then lease the facilities to public school systems at annual costs below the costs communities would incur if they built the schools themselves. Benefits of public-

DESCRIPTORS- Demography; Family (Sociological Unit);

*Homosexuality; Place of Residence; Tables (Data)

IDENTIFIERS- Census 2000; *Homosexual Couples

This report presents information from the 2000 United States Census on gay and lesbian families. It notes that the 2000 numbers for same-sex unmarried partner households are a dramatic increase from 1990, but the total number still represents an undercount of the actual number of gay or lesbian coupled households in the country. The Human Rights Campaign estimates that the 2000 U.S. Census count of gay and lesbian families could be undercounted by as much as 62 percent. The 2000 Census reported 601,209 total gay and lesbian families (as opposed to 145,130 in 1990), with California, New York, Texas, and Florida leading the country in total number of same-sex unmarried partner households. Gay and lesbian families live in 99.3 percent of all counties in the United States, compared to 52 percent of all counties in 1990. Many gay and lesbian families live outside major metropolitan areas. Census 2000 reports 88,606 or 15 percent of gay and lesbian families are living outside of metropolitan statistical areas in rural settings. As more information is released from the Census Bureau, the number of children living in gay and lesbian coupled households, income levels, racial profiles, home ownership, and other important demographics may be determined. (SM)

ED 457 286

UD 034 427

Education Rights of Homeless Students.

PUB DATE- 99

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Access to Education; *Children; *Civil Rights; Educational Legislation; Elementary Secondary Education; Enrollment; Equal Education; *Homeless People; Public Schools; State Legislation; *Student Rights

IDENTIFIERS- *Legal Rights; New Jersey

This document is designed to help New Jersey parents, guardians, and caregivers understand the legal concepts and procedures involved in disputes over the enrollment of homeless students in local public schools. It also informs them of their legal rights. The requirements of the McKinney Act and of the state regulations concerning the education of homeless children are intended to minimize interruptions in schooling when a child becomes homeless. Therefore, any time that a school district does not follow these rules and procedures, the problem should be brought immediately to the attention of the Homeless Children and Youth Program in the Office of Specialized Programs, New Jersey Department of Education. The rules governing the education of homeless children in New Jersey are found in New Jersey Administrative Code, Title 6, Chapter 5. The state regulations focus on: when a child is considered homeless for purposes of enrollment in a public school; what happens if a child becomes homeless; what a "district of residence" is; how the educational placements of homeless children are decided; how disputes are resolved; who pays tuition and transportation costs; and who monitors compliance. (SM)

ED 457 305

UD 034 457

The Longitudinal Evaluation of School Change and Performance (LESCP) in Title I Schools. Final Report. Volume 1: Executive Summary.

SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.

PUB DATE- 01

NOTE- 26p.; For Volume 2 (Technical Report), see UD 034 458.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *Academic Standards; Board of Education Policy; Compensatory Education; *Educational Change; Educationally Disadvantaged; Elementary Education; Faculty Development; Mathematics Instruction; Parent Teacher Cooperation; *Poverty; Reading Instruction; School Policy; *Student Evaluation; Teaching Methods

IDENTIFIERS- *Elementary Secondary Education Act Title I; Reform Efforts; State Policy

The Longitudinal Evaluation of School Change and Performance followed the progress of students in high-poverty schools as they moved from third to fifth grade, investigating the impact on student achievement of specific classroom practices fostered by school-, district-, and state-level policies. This analysis, conducted between 1996-99 as part of the National Assessment of Title I, tested the effects of changes in curriculum and instruction recommended by advocates of standards-based reform. It used data from standardized achievement tests, teacher surveys, district administrator and principal surveys, focus groups of school staff and parents, classroom observations, state and district policy statements, and student records. Poverty negatively influenced students' performance. Students made greater gains in reading and mathematics when teachers rated highly their professional development in reading and mathematics. Low-achieving students made faster gains in reading and mathematics when third grade teachers actively reached out to their parents. Students whose fifth grade teachers spent significant time engaged in very basic reading instruction made fewer gains than students whose teachers spent only average amounts of time in very basic instruction. Implementing reforms involving more student-initiated activities and more complicated assignments in mathematics had a positive effect on student achievement. (SM)

ED 457 306

UD 034 458

The Longitudinal Evaluation of School Change and Performance (LESCP) in Title I Schools. Final Report. Volume 2: Technical Report.

SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.

PUB DATE- 01

NOTE- 136p.; For Volume 1 (Executive Summary), see UD 034 457.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Academic Standards; Board of Education Policy; Compensatory Education; *Educational Change; Educationally Disadvantaged; Elementary Education; Faculty Development; Mathematics Instruction; Parent Teacher Cooperation; *Poverty; Reading Instruction; School Policy; *Student Evaluation; Teaching Methods

DESCRIPTORS- Community Programs; *Drug Education; Elementary Education; *Elementary School Students; *Health Education; *Middle School Students; Middle Schools; Prevention; Program Evaluation; *Program Implementation; *School Safety
IDENTIFIERS- *Wake County Public School System NC

The full implementation of the Wake County Safe Schools/Healthy Students Project is well underway. This project encompasses 17 strategies in 21 programs aimed at developing and maintaining a safe, orderly, and drug-free learning environment. Contact people working on each strategy report great interest in and enthusiasm for the project's diversity and the services provided. Community-wide collaboration is a major focus toward building and maintaining the safe, orderly, and drug-free environment, and evidence suggests that this environment is being developed. In almost all instances where concerns were noted about program implementation, appropriate corrective actions are in place or are in process. Initiative staff, partners, and contacts meet regularly as appropriate to review progress and receive project updates. Collaboration has increased among departments, agencies, and partners, as is evidenced by increased joint planning and implementation of a wide range of school and community projects. Approximately 36,700 elementary school and 11,000 middle school students have been able to work in more secure schools because of the implementation of electronic security technology, and all schools obtained staff update sessions on Crisis Response Plans. All students in the school system felt the impact of at least one Safe Schools/Healthy Students strategy. Pretest measures have been completed to begin to assess the impact of the various approaches; posttests have not yet been completed. In addition to the planned activities, a conference was held to bring together project participants to increase understanding of the various efforts. Some population served worksheets for ongoing evaluation are attached. (Contains 5 tables, 6 figures, and 16 charts.) (SLD)

ED 457 227

TM 033 325

Lindblad, Mark; Tyler, Doris
Advanced Placement Exams 1999-2000: Results for WCPSS and EBN Districts.

PUB DATE- 01

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *Advanced Placement; Advanced Placement Programs; College Entrance Examinations; *High School Students; High Schools; Racial Differences; Tables (Data); *Test Results

IDENTIFIERS- *Wake County Public School System NC

This report examined Advanced Placement (AP) test results for the Wake County Public School System (WCPSS) and a group of comparable districts that participate in the Educational Benchmarking Network (EBN). Students in WCPSS showed higher performance on AP examinations than students in North Carolina, the South, and all test-takers worldwide. Since 1996-1997, the number of examinations given to WCPSS students has increased 27%, from 2,785 to 3,606. Over the same time period, performance has decreased 2.3%, from an average score of 3.42 to 3.38. In 1999-2000, 150 more females than males took AP examinations, but the performance of males was higher. Both gender gaps narrowed slightly in the past 2 years. Black

"Literacy at Home and School"; (3) "Parental Involvement in Children's Reading in Multilingual Contexts"; (4) "Bangladeshi Children's Reading at Home and School"; (5) "Involving Minority-Language Parents at School"; (6) "Multilingual Literacies at Home and School"; and (7) "Involving Minority-Language Parents in Policy and Practice." (Contains 153 references.) (SM)

ED 457 248

UD 034 306

Wrigley, Terry

The Power to Learn: Stories of Success in the Education of Asian and Other Bilingual Pupils.

PUB DATE- 00

NOTE- 182p.; Produced by Trentham Books Limited.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Administrator Role;

Bilingual Students; Culturally Relevant Education; Educational Environment; Educational Improvement; Elementary Secondary Education; Foreign Countries; Inner City; Language Minorities; Leadership; Parent Participation; Student Empowerment; Teacher Attitudes; Teacher Expectations of Students; Teacher Role; Urban Schools

IDENTIFIERS- Antiracist Education; Asian Students; England

This book describes a study of 10 inner city schools in the United Kingdom which showed how the empathy and imagination of teachers and principals, as well as culturally relevant curricula and stimulating teaching, helped enable bilingual students to achieve. The first part of the book describes the main issues: what counts as achievement for bilingual students, whole-school factors supporting success, effective teaching and learning, English as a Second Language (a focus on achievement), community and culture (an antiracist perspective), misunderstanding school improvement, and the power to learn. The second part of the book presents case studies of these 10 successful schools, highlighting features that led to each school's successes. The third part of the book summarizes the various factors that impacted the schools, including powerful leadership and school development; appropriate curriculum and extracurricular activities; culturally responsive teaching and learning; promotion of maturity and respect among students; community involvement; and commitment to antiracist education. Appended is a guide to schools in England and Scotland for foreign readers. (Contains 30 bibliographic references.) (SM)

ED 457 249

UD 034 323

Boushey, Heather; Gundersen, Bethney

When Work Just Isn't Enough: Measuring Hardships Faced by Families after Moving from Welfare to Work. Briefing Paper.

PUB DATE- 01

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Children; Day Care; Economically Disadvantaged; Family Problems; Housing Needs; Poverty; Welfare Recipients; Welfare Services; Working Poor

IDENTIFIERS- Access to Health Care; Aid to Families with Dependent Children; Food Security; Welfare Reform; Welfare to Work Programs

private partnerships include more timely school construction, lower costs through competition, and savings through maximum use of school facilities. Communities benefit from off-hour use of school facilities (e.g., for day care services, supplemental education programs run by private organizations, adult education programs, civic events, and religious events). Because the concept of public-private partnerships for school construction and ownership is flexible, various other innovative subcontracting arrangements could be devised to help address a community's educational and service needs (e.g., using the partnership approach to acquire state-of-the-art music facilities, to upgrade cafeteria kitchens, or to improve sports facilities). The report presents experiences with such partnerships in Canada, the United Kingdom, and the United States. It describes partnership schools as alternatives to smart growth restrictions. (SM)

ED 457 266

UD 034 407

Bigelow, Bill, Ed.; Harvey, Brenda, Ed.; Karp, Stan, Ed.; Miller, Larry, Ed.

Rethinking Our Classrooms: Teaching for Equity and Justice. Volume 2.

PUB DATE- 01

NOTE- 256p.; For Volume 1 of "Rethinking Our Classrooms," see ED 388 588.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Academic Achievement; Consciousness Raising; Cultural Differences; Cultural Pluralism; Culturally Relevant Education; Diversity (Student); Educational Quality; Elementary Secondary Education; Equal Education; Lesson Plans; Multicultural Education; School Culture; Social Action; Social Bias; Student Attitudes; Student Evaluation

IDENTIFIERS- Antibias Practices; Social Justice

This companion volume to the first "Rethinking Our Classrooms" presents a collection of articles, curriculum ideas, lesson plans, poetry, and resources designed for educators seeking to pair concerns for social justice with student academic achievement. Topics are: (1) "The Power of Words," including "Where I'm From: Inviting Students' Lives into the Classroom" (Linda Christensen), "What Color is Beautiful" (Alejandro Segura-Mora), and "I Am Proud To Be Bilingual" (Monica Thao); (2) "The Power of the Past," including "Unsung Heroes" (Howard Zinn), "On the Road to Cultural Bias" (Bill Bigelow), and "A Lesson on the Japanese-American Internment" (Mark Sweeting); (3) "The Power of Critique," including "Teaching Math across the Curriculum" (Bob Peterson), "The Human Lives behind the Labels" (Bill Bigelow), and "Girls, Worms, and Body Image" (Kate Lyman); (4) "The Power of Social Action," including "Mississippi Freedom Schools" (David Levine), "Improve and Civil Rights" (Bill Bigelow), and "Students Blow the Whistle on Toxic Oil Contamination" (Larry Miller and Danah Opland-Dobs); (5) "Rethinking School Culture," including "Rethinking Discipline" (Jehanne Helena Beaton), "Creating Classroom Community" (Beverly Braxton), and "Black Teachers on Teaching" (Michelle Foster); (6) "Rethinking Assessment," including "Basketball and Portfolios" (Linda Christensen), "One Size Fits Few" (Susan Olanitan), and "Tracking and the Project Method" (Bob Peterson); (7) "Resources"; and (8) "Poetry Teaching Guide" (Linda Christensen). (SM)

ED 457 269

UD 034 408

ED 457 287

UD 034 428

Fairness in School Discipline: The Rights of Public School Students.

PUB DATE- 01

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Behavior Problems; Disabilities; *Discipline; Educational Legislation; Elementary Secondary Education; Equal Education; *Expulsion; Nontraditional Education; Public Schools; School Safety; State Legislation; Student Behavior; *Student Rights; Substance Abuse; *Suspension; Weapons

IDENTIFIERS- *Legal Rights; New Jersey

The law has developed extensive rights and procedural safeguards that allow for the removal of overly disruptive and dangerous students while also protecting students from arbitrary and wrongful disciplinary action. This report describes New Jersey legislation intended to support fairness in discipline. Part 1 examines: sources of authority for school discipline; duty to prevent suspension and expulsion; grounds for suspension and expulsion; distinctions between suspension and expulsion; procedural requirements; discipline rules for various types of assault, gun possession at school, and gun conviction; removal from school due to suspected substance abuse; search and seizure; loss of privileges and community service; what to do at board of education disciplinary hearings; the appeal process; alternative education and home instruction during long-term suspension, expulsion, and removal; grades and academic credit; student records; corporal punishment; and liability for unconstitutional suspension or expulsion. Part 2 examines the rights of children with disabilities in discipline matters; e.g., the school district's affirmative obligation to address behavioral problems, right to stay put during discipline proceedings, procedures, and services for short-term suspensions, appropriateness of interim alternative educational setting, right to bring complaints challenging discipline under the Individuals with Disabilities Education Act, and emergency relief. (SM)

ED 457 288

UD 034 429

Indicators of Welfare Dependence. Annual Report to Congress, 2001.

PUB DATE- 01

NOTE- 198p.; For the 2000 report, see ED 441 908. Contributors to this report include Gil Crouse, Susan Hauan, Julia Isaacs, and Matt Lyon, under the direction of Barbara Broman.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Children; Family Income; Family Problems; One Parent Family; Poverty; Tables (Data); *Welfare Recipients; *Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; *Dependency (Economics); Food Stamp Program; Supplemental Security Income Program; Temporary Assistance for Needy Families

This fourth annual report addresses the extent to which U.S. families depend on income from welfare programs, providing updated data on measures of welfare reciprocity, dependency, and

IDENTIFIERS- *Elementary Secondary Education Act Title I; Reform Efforts; State Policy

The Longitudinal Evaluation of School Change and Performance (LESCP) analyses were organized around policies embodied in Title I of the Elementary and Secondary Education Act. This study measured changes in student performance in seventy-one high-poverty schools, which included many schools that had implemented standards-based reform policies. The study focused on: (1) analyzing student outcomes in reading and mathematics associated with specific practices in classroom curriculum and instruction; and (2) broadening its lens to learn about policy conditions, especially with regard to standards-based reform, under which the potentially effective classroom practices were likely to flourish. The report used data from standardized achievement tests, teacher surveys, district administrator and principal surveys, focus groups of school staff and parents, classroom observations, state and district policy statements, and student records. A particular asset of the study was its longitudinal database on more than 1,000 individual students, with student performance data linked to teachers' survey responses. This enabled researchers to pursue a detailed study of student performance in relation to the specific instructional conditions experienced by those students over time, with statistical controls for important background variables such as poverty. While confirming the harmful effects of poverty on the performance of students and schools, the findings point to some instructional practices that may boost performance in reading and mathematics. They also show an association between some of those practices and the standards-based reform approach of the current Title I program. The report contains four technical appendices. (SM)

ED 457 307

UD 034 459

Racial and Ethnic Tensions in American Communities: Poverty, Inequality, and Discrimination. Volume VII: The Mississippi Delta Report.

PUB DATE- 01

NOTE- 125p.; Initially drafted by Maxine G. Sharpe, Marlissa Briggett, Deborah A. Reid, and Peter Reilly. For Volume I, see ED 359 294; for Volume III, see ED 407 451; and for a related Senate hearing, see ED 407 450.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Blacks; Elementary Secondary Education; Employment; Equal Education; Equal Opportunities (Jobs); Family Income; Farmers; Higher Education; Political Issues; *Poverty; Public Education; *Racial Bias; *Racial Discrimination; Socioeconomic Status; *Voting Rights

IDENTIFIERS- *Mississippi Delta; Small Farms

This report examines underlying causes of racial and ethnic tensions in the Mississippi Delta. It is based on sworn testimony from a public hearing, subpoenaed documents received by the U.S. Commission on Civil Rights, and legal research. Data are provided on: equality of economic opportunity (racial factors and economic opportunity, agriculture, and black Delta farmers); race and public education; and voting rights and political representation. Significant racial disparities exist in the socioeconomic conditions of blacks and whites. Black farmers have unequal access to technical support and financial assistance. Nearly half of the lowest ranking school districts are in the Delta. Minority students are over-represented in

students were under-represented by 20% in taking AP examinations. Black students represent 24% of all WCPSS juniors and seniors, but only 4% took an AP examination. On each AP examination, several reporting EBN districts scored higher than scores for all U.S. public schools. All EBN districts performed higher for the English Language and Composition Examination than for other AP examinations. WCPSS showed strong performance relative to other EBN systems. (Contains 30 figures and 5 references.) (SLD)

ED 457 228

TM 033 326

Baenen, Nancy; Yaman, Kimberly

Structure of Accelerated Learning Program (ALP) Efforts, 2000-01.

PUB DATE- 01

NOTE- 156p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Achievement Gains;

*Compensatory Education; Educational Finance; *Elementary School Students; Elementary Secondary Education; Financial Support; Remedial Programs; *Secondary School Students; State Programs; Summer Schools; *Supplementary Education; Testing Programs

IDENTIFIERS- *Wake County Public School System NC

This report focuses on the structure of instructional assistance available through the Accelerated Learning Program (ALP) to students who show low achievement in the Wake County Public School System (WCPSS), North Carolina. Context information is also provided on other programs available to these students. Reports on ALP student participation, staff perceptions of ALP effectiveness, and the impact of ALP on student achievement and the North Carolina Goal 2003 project will follow. In 2000-2001, ALP was expanded from grades 3-8 to K-12 with added support for 3-8. Key additions at that level were extra funds to the neediest schools through Challenged School funding and School Improvement grants and a summer academy. One other change was a slight relaxation of timing parameters to allow some ALP services to be offered during the school day. Overall, more than \$13 million was devoted to ALP efforts in 2000-2001. The ALP K-2 literacy program was funded through local and Title I funds, and no special mathematics support was available at this level. For grades 3-5, regular ALP programs and Challenge programs were available in 34 schools. At grades 6-8, ALP support was typically provided on Saturdays or after school, and there were both regular ALP and Challenge grant programs at this level. In the high schools, the ALP program was designed to support students at risk of not meeting graduation requirements. ALP community programs and a summer academy were also supported in 2000-2001. Seven attachments detail ALP efforts in chart form. (Contains 2 tables and 20 figures.) (SLD)

ED 457 229

TM 033 328

SASS: Schools and Staffing Survey.

PUB DATE- 99

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Educational Environment;

This paper examined the extent to which families faced hardships in moving from welfare to work, highlighting: families who received Aid to Families with Dependent Children (AFDC) during the last month of the Survey of Income and Program Participation or the National Survey of American Families; families who received other public assistance in the last month of either survey; recent AFDC leavers; and families who received AFDC at some point over a year before the surveys. Hardship indicators were food insecurity, insufficient health care access, housing problems, and inadequate child care. There was little difference among families who left welfare recently compared to those who left more than a year ago, unless the family contained a full-time worker. Even then, these families did not do as well as poor families overall. Poor families who worked part-time had more difficulty, relative to poor families with a full-time worker or no worker at all, meeting housing needs. Families recently not receiving AFDC and with a full-time worker were more likely than families with a part-time worker to worry about food and have their children in child care facilities with inadequate numbers of adults. (Contains 9 tables, 27 references.) (SM)

ED 457 250

UD 034 362

Thompson, Charles L.; O'Quinn, Sam D., III
Eliminating the Black-White Achievement Gap: A Summary of Research.

SPONS. AGENCY- Spencer Foundation, Chicago, IL.

PUB DATE- 01

NOTE- 42p.; Supported by the Comala Foundation, Greensboro, NC.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Accountability; Black Students; Class Size; Culturally Relevant Education; Early Childhood Education; Educational Quality; Elementary Secondary Education; Equal Education; Grouping (Instructional Purposes); Minority Group Children; School Desegregation; Summer Programs; Teacher Expectations of Students; Teaching Methods; Track System (Education); Tutoring

IDENTIFIERS- African Americans; North Carolina

The gap between the academic achievement of minority group and white majority group students is at the forefront of educators' and policymakers' agenda in North Carolina and nationwide. The North Carolina Education Cabinet has set the target of eliminating the gap by the year 2010. This report reviews the evidence for each of several steps intended to help reduce the gap. These include: extending high quality, academically focused early childhood education to all children at risk of school failure; ensuring that African-American children are taught by able, well-prepared, experienced teachers; reducing class size in the early grades; adopting sound and equitable grouping practices in elementary schools; ensuring that African American students are equitably represented across curriculum tracks in high schools; bridging home and school cultures by adapting teaching and discipline practices to suit students' backgrounds; demanding success by holding both schools and students accountable; supporting students with individual tutoring, more comprehensive reforms, summer programs, and follow-up assistance; and desegregating schools and programs within schools. Appended are the 16 comprehensive school reform models with the soundest basis of research and strongest evidence of effectiveness. (Contains 100 bibliographic

Christensen, Linda
Reading, Writing, and Rising Up: Teaching about Social Justice
and the Power of the Written Word.

SPONS. AGENCY- Joyce Foundation, Chicago, IL.

PUB DATE- 00

NOTE- 203p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- "Consciousness Raising; Elementary Secondary Education; "Equal Education; Immigration; "Language Arts; "Literacy Education; Personal Narratives; Poetry; Portfolio Assessment; Reading Skills; Social Bias; Stereotypes; Student Attitudes; Track System (Education); Writing (Composition); Writing Skills

IDENTIFIERS- "Social Justice

This publication explains how to teach students to produce well written and analytic work, offering essays, lesson plans, and a collection of student writing, all rooted in a focus on language arts teaching for social justice. The eight chapters look at: (1) "Building Community out of Chaos" (e.g., inviting students' lives into the classroom and childhood narratives); (2) "Unlearning the Myths That Bind Us" (e.g., critiquing cartoons and society and praising poems); (3) "Writing the Word and the World" (e.g., forgiveness poems and acting for justice); (4) "The Politics of Language" (e.g., teaching about language and society and enticing reluctant readers to read); (5) "Poetry" (e.g., promoting social imagination through interior monologues and the poetry of protest); (6) "Immigration" (how students can teach their teachers about immigration); (7) "Portfolios" (portfolios and basketball); and (8) "Untracking English" (creating quality education for all students). Some chapters include class activities. (Sections contain references.) (SM)

ED 457 270

UD 034 409

Peterson, Bob, Ed.; Charney, Michael, Ed.
Transforming Teacher Unions: Fighting for Better Schools and Social Justice.

SPONS. AGENCY- Joyce Foundation, Chicago, IL.

PUB DATE- 99

NOTE- 138p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Democracy; Educational Improvement; Educational Quality; Elementary Secondary Education; Equal Education; Minority Group Children; Public Schools; Racial Bias; "Teacher Associations; Teacher Competencies; "Unions; Urban Schools

IDENTIFIERS- American Federation of Teachers; National Education Association; "Social Justice

This anthology examines exemplary practices of teachers' unions at the local and national level, presenting visions for the 21st century that involve teachers' unions in the fight to improve public schools and conditions of social justice throughout U.S. communities. Six sections feature 25 articles: (1) "Overview," including "Survival and Justice: Rethinking Teacher Union Strategy" (Bob Peterson) and "A Hard Lesson from History" (Bob Peterson); (2) "Promising Practices," including

predictors of welfare dependence developed for previous reports. It highlights benefits under Aid to Families with Dependent Children (AFDC), now Temporary Assistance for Needy Families (TANF); the Food Stamp Program; and Supplemental Security Income (SSI). The report uses data from the Current Population Survey and administrative data to provide updated measures through 1998 for several dependency indicators. Other measures are based on the Survey of Income and Program Participation and other data sources. Results indicate: in 1998, 3.8 percent of the total population was dependent (a drop from 5.8 percent in 1993); the drop in dependency paralleled the drop in AFDC/TANF and food stamp caseloads; long-term dependency was relatively rare; and as the dependency rate fell, the poverty rate for all people also fell. Four appendixes present: data on AFDC, TANF, the Food Stamp Program, and SSI; an alternative definition of dependence based on income from AFDC/TANF and food stamps; additional non-marital birth data; and sources of data. (SM)

ED 457 289

UD 034 430

Beyond Suspensions: Safe & Orderly Schools That Educate All Students.

SPONS. AGENCY- Helen Bader Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.

PUB DATE- 01

NOTE- 43p.; Also supported by the Charles D. Jacobus Family Foundation.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Behavior Problems; Board of Education Policy; *Discipline; Educational Environment; Elementary Secondary Education; Leadership; Parent Participation; Public Schools; School Policy; *School Safety; *Student Behavior; Suspension

IDENTIFIERS- Milwaukee Public Schools WI

This report profiles two Milwaukee, Wisconsin, public schools that are providing students with safe and orderly classrooms while using suspension only as a last resort. It places the successful schools' experiences in the context of research that defines effective school discipline practices and explains how suspensions can harm students. Examining the Milwaukee district's over-reliance on student suspensions, the report also discusses policies being implemented in the Cleveland Municipal School District to reduce high student suspensions. Finally, it offers school and district level suggestions for bringing discipline policies and practices more in line with the central mission to educate all children. Suggestions include assessing school discipline practices to identify critical needs, developing a plan to improve school discipline and student achievement, reducing suspensions for less serious misbehavior, holding schools accountable for effective discipline, and inviting parent and community member support for school discipline efforts. Three appendixes present methods for exploring discipline practices in local schools, a parent's checklist for examining discipline in school, and data on Milwaukee public school suspensions, 1999-00. (Contains endnotes and resources.) (SM)

ED 457 290

UD 034 432

Thornton, Timothy N., Comp.; Craft, Carole A., Comp.; Dahlberg, Linda L., Comp.; Lynch, Barbara S., Comp.; Baer, Katie, Comp.

special education. Teacher shortages exist throughout Mississippi, particularly in the poorest districts with the most minority students. Since Mississippi adopted new admissions standards by equalizing admissions requirements at four-year institutions, fewer black students have qualified for unconditional admission. Minority political participation in Mississippi has increased substantially since passage of the Voting Rights Act. Black voter registration and voting lag behind that of white citizens. Recommendations for each of the study's findings are presented. Two appendixes describe Mississippi Delta county supervisors and black elected officials on municipal governing bodies in Mississippi. (Contains 17 tables.) (SM)

ED 457 308

UD 034 460

Rado, Peter

Transition in Education: Policy Making and the Key Educational Policy Areas in the Central-European and Baltic Countries.

PUB DATE- 01

NOTE- 105p.; Produced by the Education Support Program, formerly Institute for Educational Policy.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Decentralization; *Educational Change; Educational Finance; *Educational Policy; Educational Quality; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; Labor Market; *Policy Formation

IDENTIFIERS- Capacity Building; *Europe (East Central); European Union

This report examines transition in educational systems and identifies key policy areas in Central-Eastern European countries. It summarizes policy implications of the transition process within the educational context of these countries. Chapter 1, "Transition and Education," outlines key characteristics of the transition process and describes the context of transformation of educational systems. Chapter 2, "Transition and Educational Policy Making," explores the meaning of reform in education and describes the top-down and bottom-up models of systemic transformation of education. Chapter 3, "Investment to Effective Policy Making: The Five Points of Leverage," lists the systemic conditions of open and high quality policy making and implementation that require further development (management, assessment and evaluation, quality assurance within the school environment, stakeholder involvement and public discourse, and the capacity of actors within the system). Chapter 4, "Key Educational Policy Areas," reviews important strategy issues on the reform agendas of the Central European countries, addressing problems of decentralization and liberalization, redefinition of quality in education, education's connection with the labor market, financing of education, and equal education. Chapter 5, "External Challenges to Policy Making: Accession to the EU," discusses the educational policy implications of the European Union enlargement. (Contains 43 references.) (SM)

ED 457 309

UD 034 461

Schiller, Zach

Cleveland School Vouchers: Where the Students Come From.

SPONS. AGENCY- George Gund Foundation, Cleveland, OH.

PUB DATE- 01

Elementary Secondary Education; Institutional Characteristics; National Surveys; Parent Participation; *Research Methodology; Sample Size; *Sampling; School Districts; *Student Characteristics; *Teacher Characteristics

IDENTIFIERS- *Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) is the largest sample survey of the characteristics and conditions of U.S. public and private schools and their teachers and principals. This booklet provides an overview of the aims of the SASS and the information it provides. In 1999, nearly 124,000 SASS questionnaires were mailed to collect information on the topics previously studied and a number of new topics, which include:

(1) school and district performance reports; (2) characteristics of computer use and availability; (3) instructional practices of mathematics teachers in grades 8 through 12; (4) standards for home schooled students; (5) charter schools; and (6) migrant student enrollment and services. Retained or expanded coverage includes teacher and principal characteristics and backgrounds, parent involvement, school safety, and school programs and services. The SASS, which has been administered three times between 1987 and 1994, has measured critical aspects of teacher supply and demand, profiled the qualifications and working conditions of teachers and administrators, and described the basic conditions of schools as workplaces and learning environments. (SLD)

ED 457 230

TM 033 329

Smith, Douglas K.

Essentials of Individual Achievement Assessment. Essentials of Psychological Assessment Series.

PUB DATE- 01

NOTE- 245p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; Career Planning; Disabilities; *Educational Planning; Elementary Secondary Education; Individual Differences; Mental Health Workers; *Test Use

IDENTIFIERS- Kaufman Test of Educational Achievement; Peabody Individual Achievement Test; Wechsler Individual Achievement Test; Wide Range Achievement Test

This book discusses the achievement tests used in educational planning, transitional programming for students with disabilities, and career/vocational planning. Designed to help mental health professionals acquire knowledge and skills quickly, it includes the major individually administered tests. The chapters are: (1) "Overview"; (2) "Kaufman Test of Educational Achievement/Normative Update"; (3) "Peabody Individual Achievement Test-Revised/Normative Update"; (4) "Wechsler Individual Achievement Test I/II"; (5) "Wide Range Achievement Test 3"; and (6) "Developing Testing Accommodations for the K-TEA/NU, PIAT-R/NU, WRAT3, WIAT/WIAT-II." An appendix contains the "Code of Fair Testing Practices in Education" of the Joint Committee on Testing Practices. An annotated bibliography of 14 sources is attached. (Contains 4 tables, 11 figures, 118 references, and an index.) (SLD)

ED 457 231

TM 033 330

references.) (SH)

ED 457 251

UD 034 364

Martin, Shara E.

Hunger in Ohio: The State of the State, 2001.

SPONS. AGENCY- Ohio State Dept. of Development, Columbus.

PUB DATE- 01

NOTE- 37p.; Data provided by Ohio Departments of Aging, Development, Education (Office of Child Nutrition Services), Health and Job and Family Services, and Ohio United Way, Southeastern Ohio Regional Food Center, U.S. Census Bureau, U.S. Department of Agriculture, America's Second Harvest, and Food Research and Action Center.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- After School Programs; Breakfast Programs; *Child Health; Day Care; Elementary Secondary Education; Family Income; Federal Programs; *Hunger; Low Income Groups; Lunch Programs; Nutrition; Poverty; State Programs; Working Poor

IDENTIFIERS- Child and Adult Care Food Program; *Food Security; Food Stamp Program; *Ohio; Summer Food Service Program; Welfare Reform

This biannual report examines hunger in Ohio, providing current data about hunger programs and direct information from those who use these programs. An introductory section defines hunger and food insecurity and discusses how they are measured. The second section highlights national trends (by household composition, by household income, and low-income households). The third section describes food security trends in Ohio. The fourth section discusses what causes hunger. The fifth section presents federal nutrition programs working to feed Ohio's children, families, and older people, including: the Child and Adult Care Food Program; National School Lunch Program and School Breakfast Program; Summer Food Service Program; Supplemental Nutrition Program for Women, Infants and Children (WIC); WIC Farmer's Market Nutrition Program; Food Stamp Program; Emergency Food Assistance Program; senior meal programs; and Commodity Supplemental Food Program. The sixth section discusses state nutrition programs (Adult Emergency Assistance Program, Ohio Agricultural Surplus Production Alliance, and Ohio Food Program). Two major recommendations to Ohio's policymakers include taking immediate steps to increase Food Stamp Program participation and fully utilizing available federal funds to expand child nutrition programs by investing Temporary Assistance for Needy Families Maintenance of Effort dollars. An appendix presents federal poverty guidelines and acronyms. (SH)

ED 457 252

UD 034 381

Ferguson, Maria Voles, Ed.

Partnerships 2000: A Decade of Growth and Change.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 01

NOTE- 121p.; Photographs may not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

"Raising Professional Standards" (Tom Mooney), "Unions Can Create a Sense of Hope" (Michael Charney), and "Staffing & Seniority in Seattle" (Margie Slovan); (3) "Lessons from History," including "Chicago Teachers' Federation and Its Legacy" (Robert Lowe), "If Not Now, When? Teacher Unions in NYC" (Dan Perlstein), and "Facing Tough Decisions" (Herbert Kohl); (4) "The Prospects for a United Teachers Union," including "What Happened to the NEA/AFT Merger?" (Ann Bastian) and "Whither Public Education?" (Sandra Feldman); (5) "Organizing for the Future," including "The Strength of the Public Sector" (Bob Chase), "The Market Is Not the Answer" (interview with Jonathan Kozol), and "Questions and Answers" (Bob Peterson); and (6) "Resources and Study Guide" (organizations, books, and questions for discussion). (SM)

ED 457 271

UD 034 410

The Return to Separate and Unequal: Metropolitan Milwaukee School Funding through a Racial Lens.

SPONS. AGENCY- Poverty and Race Research Action Council, Washington, DC.

PUB DATE- 01

NOTE- 67p.; Data analysis by Nonprofit Center of Milwaukee.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110). Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Black Students; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Financial Support; Minority Group Children; Public Schools; Racial Bias; School District Spending; Tables (Data); *Urban Schools

IDENTIFIERS- African Americans; Milwaukee Public Schools WI; Social Justice

Two papers in this report document that as the percentage of African American students and students of color has risen in the Milwaukee Public Schools, funding per pupil has plummeted compared to funding in predominantly white suburban districts. It underscores that school funding reform is not only an educational necessity, but also a matter of civil rights and racial justice. The two papers are: "The Return to Separate and Unequal: Metropolitan Milwaukee School Funding through a Racial Lens" (Michael Berndt and Joel McNally) and "Nicot vs. Custer: How Unequal School Funding Affects Education" (Joel McNally). The five response essays are: "Securing Our Future: Eliminating Wisconsin's Educational Disparity" (Gwendolynne Moore); "Separate and Unequal Education Is Thriving in Milwaukee" (William Lynch and James Hall); "The Struggle Continues: African Americans and the Quest for Educational Equity" (Diane Pollard); "Urban Schools are a Regional Responsibility" (John A. Powell and Vina Kay); and "Beyond Equity to Adequacy" (Whitney Allgood and Richard Rothstein). An appendix presents methodology and graphs. (Contains 22 figures). (SM)

ED 457 272

UD 034 412

Wolf, Patrick J.; Peterson, Paul E.; West, Martin R. Results of a School Voucher Experiment: The Case of Washington, D.C. after Two Years.

PUB DATE- 01

NOTE- 69p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, CA, August 30-September 2, 2001). For the first year evaluation, see ED 443

Best Practices of Youth Violence Prevention: A Sourcebook for Community Action.

PUB DATE- 00

NOTE- 228p.; A Publication of the National Center for Injury Prevention and Control. With contributions from Lloyd Potter, James A. Mercy, and Erica A. Flowers. For "The Prevention of Youth Violence: A Framework for Community Action", see ED 360 610.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescent Behavior; *Adolescents; Child Behavior; Child Development; *Children; Community Involvement; Family Involvement; Home Visits; Mentors; Parent Participation; Program Development; Program Evaluation; Social Cognition; *Violence

IDENTIFIERS- *Risk Reduction; Risk Taking Behavior

This sourcebook, which builds on a 1993 publication, "The Prevention of Youth Violence: A Framework for Community Action," offers insight into best practices to prevent violence by children and adolescents. It was developed with input from people working to prevent youth violence and people whose positions made them likely to play a role in violence prevention efforts. Researchers interviewed teachers, school administrators, members of community-based organizations, employees and volunteers at social service agencies, health department personnel, program planners and practitioners, and researchers from universities across the United States regarding what they would like to see in a sourcebook. They also conducted an extensive literature review on youth violence prevention. Chapter 1 reviews general principals of intervention planning, implementation, and evaluation. Chapter 2 builds on the experiences of others who have worked to prevent violence by children and adolescents, discussing the best practices of four key youth prevention strategies (parent- and family-based, home-visiting, social-cognitive, and mentoring strategies). This chapter also includes resources for more information about programs using these practices. Two appendixes offer a youth violence fact sheet and a public health approach. (Chapters contain references.) (SH)

ED 457 291

UD 034 434

Fix, Michael; Zimmermann, Wendy; Passel, Jeffrey S.

The Integration of Immigrant Families in the United States.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; Andrew W. Mellon Foundation, New York, NY.; Office of Refugee Resettlement (DHHS), Washington, DC.

PUB DATE- 01

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Acculturation; *Family (Sociological Unit); Federal Government; Financial Support; *Immigrants; *Immigration; Mexican Americans; Refugees; Second Language Learning; Undocumented Immigrants; Well Being

IDENTIFIERS- Immigration Law

This paper examines the assimilation of immigrant families in the

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- Educational Finance; *Educational Vouchers; Elementary Secondary Education; *Private Schools; School Choice; State Aid

IDENTIFIERS- *Cleveland Scholarship and Tutoring Grant Prog OH

This report presents data on the Ohio Department of Education's Cleveland Scholarship and Tutoring program, examining where students who receive school vouchers attended school before entering the program. Overall, 33 percent of these students previously attended private schools, and 21 percent previously attended Cleveland public schools. The rest enrolled as kindergartners or came from elsewhere. There were 3,741 students eligible for the vouchers, 1,234 of whom had previously attended private schools, 801 of whom had attended Cleveland public schools, and 1,706 of whom entered in kindergarten or came from elsewhere. Of the 1,706 students, at least 216 had attended preschool at private schools now participating in the voucher program, 758 were entering kindergarten, about 713 went to other preschools or day care programs, 15 had attended public schools or public preschools in another city, and 4 were home schooled. Parents were more likely to use vouchers when their children were first entering school. About 39 percent of students receiving aid came from private schools. The voucher program, which began in 1996-97, provides up to \$2,250 per student to attend one of 51 private schools. Participants are selected by lottery. Ohio spent nearly \$7.7 million on the program on the year ending June 30. (SM)

ED 457 310

UD 034 462

Rothman, Robert, Ed.

Accountability: Turning around Low-Performing Schools. Achieve Policy Brief, Issue Number Four.

PUB DATE- 01

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- *Academic Achievement; *Academic Standards;

*Accountability; Elementary Secondary Education; *Low

Achievement; *State Standards; Student Evaluation

This report discusses challenges states face in working to increase the pace of reforms in standards, testing, and accountability and to ensure that tests are aligned with state standards and provide coherent information about student performance. It emphasizes challenges in turning around low-performing schools, including clearly identifying such schools, providing appropriate assistance, and taking tough action when schools persistently fail to improve, thus keeping students from languishing in these schools. The report defines low performing schools, explaining the information necessary to determine whether schools are failing (meeting absolute targets, growing over time, closing the gaps, and putting it together). An explanation of labels given to low-performing schools follows. Discussions include strategies for stepping in and taking over (e.g., bringing state and local resources to help schools turn themselves around), the application of sanctions when intervention does not create improvement and the

Veale, James R.; Morley, Raymond E.; Erickson, Cynthia L.
Practical Evaluation for Collaborative Services: Goals,
Processes, Tools, and Reporting Systems for School-Based
Programs.

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. FINE
(First in the Nation in Education) Foundation.

PUB DATE- 02

NOTE- 249p.; Foreword by Joy Dryfoos.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055), Test, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- *Agency Cooperation; *Data Collection; *Delivery
Systems; Elementary Secondary Education; *Evaluation Methods;
*Program Evaluation; Questionnaires; Research Reports

IDENTIFIERS- Monitoring; *School Based Services

This book is an effort to document ideas, processes, and outcomes
based on input from many people involved in accountability of
interagency collaborative services programs. The goals,
processes, instruments, and reporting systems presented have
been developed through a team process over a 10-year period of
involvement with Iowa's School-Based Youth Services Program, a
multiservice system designed to help all students and families
by coordinating services between the community and the school.
The approach is useful for monitoring and gathering outcome
data, assessing student risk, assessing program implementation
and customer satisfaction, and assessing program results using
qualitative and quantitative data. Specific surveys are
included for students at various educational levels and their
parents. The chapters are: (1) "Introduction"; (2) "Monitoring
and Gathering Outcome Data for Collaborative Services
Programs"; (3) "Assessing Student Risk and Other Critical
Customer Characteristics"; (4) "Process Evaluation: Assessing
Program Implementation and Customer Satisfaction"; (5)
"Outcomes Evaluation I: Evaluating Program Results Using
'Quantitative' Data"; (6) "Outcomes Evaluation II: Evaluating
Program Results Using 'Qualitative' Data"; (7) "Local
Utilization of Evaluation"; (8) "Challenges and Keys to
Sustainability in Assessment and Evaluation"; and (9) "Putting
It All Together." Nine "resources" contain specific surveys and
examples of data collection formats. (Contains 10 tables, 36
figures, 2 displays, and 41 references, and an index.) (SLD)

ED 457 232

TM 033 331

Colorado Student Assessment Program: 2001 Released Passages,
Items, and Prompts. Grade 4 Reading and Writing, Grade 4
Lectura y Escritura, Grade 5 Mathematics and Reading, Grade 6
Reading, Grade 7 Reading and Writing, Grade 8 Mathematics,
Reading and Science, Grade 9 Reading, and Grade 10 Mathematics
and Reading and Writing.

PUB DATE- 01

NOTE- 220p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners)
(051), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; *Mathematics Tests;
*Reading Tests; Spanish; State Programs; *Test Items; Testing
Programs; *Writing Tests

DESCRIPTORS- Academic Achievement; Academic Standards; Dropout Prevention; Educational Change; Educational Environment; Educational Improvement; Educational Technology; Elementary Secondary Education; Faculty Development; Family School Relationship; Higher Education; Minority Groups; *Partnerships in Education; *School Business Relationship; *School Community Relationship; School Districts; School Safety; Service Learning; Special Education; Substance Abuse; Tables (Data); Violence

This report presents data from a survey of school partnerships that described the current national status of partnerships in schools, measured growth in partnerships through the 1990s, provided data on trends in partnership objectives and activities over 10 years, and related changes in partnerships to major education reform issues. Surveys were sent to 1,641 districts nationwide. Results show that over the past 10 years, partnerships have expanded significantly and are now involving community partners to address key issues such as school safety, professional development, technology, standards, and literacy. School districts are also partnering to improve graduation rates, school-to-work transition, and citizenship. The survey shows that school district partners have changed over the past 10 years. Small businesses and parent organizations are now the most prevalent of school partners, and community organizations are expanding this sponsorship greatly. School partnerships are supporting parents and families, a child's first teachers. Partnerships are responding to the changing needs of society and promoting a circle of giving among communities. Four appendixes present the technical design and methods, the survey, the measures, and the status, sponsors, and focus of partnerships. (Contains 29 charts, 6 tables, and 10 references.) (SM)

ED 457 253

UD 034 390

Portes, Pedro R.; Zady, Madelon F.

Children of Immigrants' Self-Esteem in Early Adolescence: The Role of Ethnicity, Context, Language, and Family in Cultural Adaptation.

SPONS. AGENCY- Spencer Foundation, Chicago, IL.; National Science Foundation, Arlington, VA.; Russell Sage Foundation, New York, NY.

PUB DATE- 99

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Acculturation; Cultural Differences; *Cultural Influences; *Early Adolescents; *Ethnicity; Family Influence; *Immigrants; Questionnaires; Secondary Education; *Self Esteem

IDENTIFIERS- Psychosocial Factors

This study examined the extent to which self-esteem differences existed across various groups of immigrant adolescents and the role of factors operating at structural and subjective levels. Data came from the Youth Adaptation and Growth Questionnaire developed for the Second Generation Project in Miami, Florida and San Diego, California. The survey was completed by 5,264 second generation eighth and ninth graders of 77 different nationalities. It examined demographics, nativity and citizenship of respondents and their parents, family size and

138.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -

Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Black Students; Educational Testing; *Educational Vouchers; Elementary School Mathematics; Elementary Secondary Education; Parent Attitudes; Private School Aid; Private Schools; Program Evaluation; Public Schools; Reading; Scholarships; *School Choice; Student Attitudes; Urban Schools

IDENTIFIERS- African Americans; *District of Columbia

In fall 1997, the Washington Scholarship Fund expanded its privately funded school voucher program in Washington, D.C., and in 1998, over 1,000 students were offered scholarships by lottery. This evaluation examined the impact of the first 2 years of the program on students who completed baseline testing and were in grades 1-7 in spring 1998. It estimated the program's impact on student test scores in reading, math, and combined achievement as well as other educational and social outcomes, as reported by parents and students. Overall, parents of students in private schools were much more satisfied with their children's schools. According to the parents who received scholarships, no child was refused admission to a preferred school for religious considerations. Home-school communications were much more extensive, classes were smaller, and students were expected to do more homework in private schools. Academic quality was the main reason public and private school parents chose their schools. Parents of students in public schools were much more likely than private school parents to report that their schools have a variety of special programs and facilities. Two years after changing schools, African American students of all ages attending private schools significantly outperformed their peers in combined reading and mathematics achievement. The adjustment problems experienced by older voucher students during the first year in private schools attenuated markedly. In general, individuals who used their scholarships came from more financially and educationally advantaged families than those who did not. (Contains 18 tables.) (SM)

EO 457 273

UD 034 413

Kraus, Rebecca S.; Chambers, David R.

A Bridge to One America: The Civil Rights Performance of the Clinton Administration.

PUB DATE- 01

NOTE- 94p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Affirmative Action; American Indians; Bilingual Education; *Civil Rights Legislation; Compliance (Legal); Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Ethnic Relations; Federal Legislation; Housing; Immigrants; Law Enforcement; Minority Groups; Population Trends; Public Policy; Racial Relations; Social Discrimination; Socioeconomic Status; Violence; Voting

IDENTIFIERS- Access to Health Care; *Clinton Administration; Clinton (Bill); Hate Crime; Welfare Reform

This report assesses the civil rights record of Bill Clinton's presidential administration, examining progress made in federal civil rights law enforcement and policy development. Four

United States. Chapter 1, "Introduction," reviews basic issues. Chapter 2, "Why Discuss the Integration of Immigrant Families?" examines such issues as continuing mismatches between immigration and immigrant policies, population dispersal, the shifting political climate, and policy targets. Chapter 3, "How Is the Immigrant Family Changing?" discusses such issues as high immigration rates, dispersal, the rapid rise in Mexican migration, and predominance of mixed status families. Chapter 4, "How Well Are Immigrant Families Faring?" discusses such issues as change across generations, child language acquisition, household income growth, increased naturalization; and rising uninsurance rates. Chapter 5, "Integration Policy: Selected Conceptual and Design Issues," examines such topics as setting expectations for immigrant family integration, determining the reach of antidiscrimination principles, limiting immigrant families' support obligations, and identifying strategies for leveraging the private sector. Chapter 6, "What Does the Federal Government Spend on Immigrant Family Integration?" discusses federal spending on targeted programs, impact assistance, targeted services, and spending on immigrant families in mainstream federal programs. Chapter 7, "Selected Directions for the Future," examines the safety net, education, employment, housing and community development, and creation of institutions focused on immigrant integration. (Contains 21 figures, 6 tables, 30 references.) (SM)

ED 457 292

UD 034 435

Hughes, Colin

Report Card on Child Poverty in Toronto. Toronto Campaign 2000.

PUB DATE- 01

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Child Health; *Children; Day Care; Employment;

*Family Income; Foreign Countries; Housing; Immigrants;

Immigration; Labor Market; *Poverty; Racial Differences;

Welfare Services

IDENTIFIERS- *Ontario (Toronto)

This report provides detailed information on the child poverty rates in Toronto from 1990 to 1998. The report card offers income data for Toronto, Ontario, Canada. It includes new income data for Toronto from the Family Databank of Statistics Canada. This databank uses information reported by all income tax filers and from the Canada Child Tax Benefit files. Family income data are available up to 1998. The child poverty rate in Toronto jumped from 1 child in 4 in 1990 to 1 in 3 in 1995; from 1995-98, the child poverty rate remained at one child in three, and the number of poor children increased by 7 percent. This was significantly higher than the child poverty rates in Ontario and the rest of Canada. Home to the largest immigrant population in Canada, Toronto also saw the poverty rate of its recent immigrants grow to 52 percent. From 1995 to 1998, the number of families with children who were poor increased by 6 percent, with the median poverty gap for families who were poor growing each year. Families who were poor tended to live far below the poverty line, and more children relied on food banks and were homeless in 1998 than in 1995. Because average rents were out of reach for poor families, eviction rates grew by 12 percent from 1998 to 1999. There were 1,044 additional child care subsidies created over 6 years, while the child care subsidy waiting list grew by 1,490 children. An appendix

development of a cadre of leaders to help ensure that schools do not reach the point of needing intensive intervention. An insert presents strategies for sustaining momentum in standards and accountability, noting such challenges to momentum as teacher quality, student support, test quality, accountability, and public engagement. (SM)

ED 457 311

UD 034 464

Gillborn, David; Mirza, Heidi Safia
Educational Inequality: Mapping Race, Class and Gender. A
Synthesis of Research Evidence.

PUB DATE- 00

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Academic Standards; Black Students; Elementary Secondary Education; *Equal Education; *Ethnic Bias; Foreign Countries; Gender Issues; Indians; *Racial Bias; *Sex Bias; Sex Differences; Social Bias; *Social Class

IDENTIFIERS- Bangladeshis; Caribbean Islanders; Pakistanis; United Kingdom

This document synthesizes research on educational inequality in the United Kingdom, examining the significance of race, ethnicity, gender, and social class. It analyzes data from the Department of Education and Employment and from the ongoing Youth Cohort Study of England and Wales. It emphasizes the principal minority groups in the area (Black Caribbean, Black African, Black other, Indian, Pakistani, and Bangladeshi). It discusses: "Including Everyone in Educational Success" (raising standards of attainment and inclusion); "Mapping Attainment at the Local Level" (measuring attainment, local variability, and variability and inequality); "Raising Standards for All?" (raising standards, unequal shares, and mapping attainment from baseline to standardized testing); "Social Class and Educational Attainment" (measuring social class and class, race, and attainment inequalities); and "The 'Gender Gap'" (gender differences, race and gender, and race, class, and gender). Overall, there are distinct patterns of inequality. Inequality of attainment on standardized tests puts African-Caribbean, Pakistani, and Bangladeshi students at a disadvantage in the youth education, labor, and training markets. Social class and gender differences are associated with differences in attainment, but they cannot account for persistent underlying ethnic inequalities. In some cases, ethnic inequalities have increased in recent years. (Contains 76 references.) (SM)

IDENTIFIERS- Colorado; *Colorado Student Assessment Program
This document contains released reading comprehension passages, test items, and writing prompts from the Colorado Student Assessment Program for 2061. The sample questions and prompts are included without answers or examples of student responses. Test materials are included for: (1) Grade 4 Reading and Writing; (2) Grade 4 Lectura y Escritura (Spanish); (3) Grade 5 Mathematics and Reading; (4) Grade 6 Reading; (5) Grade 7 Reading and Writing; (6) Grade 8 Mathematics, Reading, and Science; (7) Grade 9 Reading; and (8) Grade 10 Mathematics and Reading and Writing. (SLD)

ED 457 233

TM 033 332

Core Data Collection System Manual. Version 12. Revised.

PUB DATE- 00

NOTE- 184p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Computer Managed Instruction; *Data Collection; Elementary Secondary Education; *Management Information Systems; *School Statistics; State Programs

IDENTIFIERS- *Missouri

The Core Data Collection System of the Missouri Department of Elementary and Secondary Education is an automated collection system with interactive edits that runs on IBM-compatible microcomputers. The data collected include information about school districts, schools, school programs, and student characteristics and achievement. This manual describes system installation and use. Included in the system are 25 integrated screens that are used to update or enter new information. Each screen is described in detail. Data items are entered only once and collected at the lowest level to maximize their usefulness in compliance with various state and federal reporting requirements. School districts report data five times during the school year: August, October, December, February, and June. The manual describes procedures for updating school district, school, and student information throughout the year, error checking, data transfer, print reports, and backup or restoration procedures. The manual also includes a section of frequently asked questions and answers. (Contains 25 exhibits.) (SLD)

ED 457 234

TM 033 333

LeTendre, Brenda Guenther; Lipka, Richard P.
Getting Answers to Your Questions: A Middle-Level Educator's Guide to Program Evaluation.

PUB DATE- 99

NOTE- 364p.; For a related guide for elementary school educators, see ED 447 182.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Data Analysis; *Data Collection; *Evaluation Methods; *Middle Schools; *Program Evaluation

This guide gives middle school teachers and principals the tools

structure, socioeconomic status (SES), psychosocial factors, academic achievement, and cultural adaptation. Data analysis indicated that there were significant differences within the immigrant subpopulations in terms of self-esteem. Different sets of predictors accounted for self-esteem and were dependent upon ethnic group membership and those groups' social context. The relative standing of each immigrant community with respect to other groups appears to have an impact on the development of individuals in those groups undergoing acculturation. For the black immigrant groups, discrimination did not influence self-esteem. (Contains 28 references and 6 tables.) (SM)

ED 457 254

UD 034 391

The Other Gap: Poor Students Receive Fewer Dollars. Education Trust Data Bulletin.

PUB DATE- 01

NOTE- Sp.; Analysis by Greg F. Orlowsky based on 1996-97 U.S.

Department of Education and U.S. Census Bureau data.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Financial Support; *Poverty; School District Health; School Districts

This analysis compares districts that educate the highest percentages of poor students with districts that educate the lowest percentages of poor students (it does not analyze the District of Columbia or Hawaii because each is served by a single school district). The study analyzed a specially constructed database containing demographic and finance data for over 15,000 school districts in 1996-97. Each district's purchasing power per student was calculated based on how much money it received from state and local taxes. In each state, the quarter of districts with the highest child poverty rates was compared with the quarter that had the lowest child poverty rates. Only 7 of 49 states had no funding gap. In 42 states, school districts with the most poor students had less money to spend per student than districts with the fewest poor students. The gaps have real consequences for the quality of education that low-income children received. For example, in North Dakota, which has the smallest gap, the \$32-per-student difference translates into \$12,800 for an elementary school of 400 students. In New York state, the \$2,794-per-student gap translates into \$1,117,600 for a 400-student elementary school. (SM)

ED 457 255

UD 034 392

Jaffee, Sara R.; Caspi, Avshalom; Moffitt, Terrie E.; Taylor, Alan; Dickson, Nigel

Predicting Early Fatherhood and Whether Young Fathers Live with Their Children: Prospective Findings and Policy

Recommendations. Discussion Paper.

SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, MD.

PUB DATE- 01

NOTE- 52p.; Also supported by the Dolores Liebmann Trust and the U.K. Medical Research Council. Dunedin Multidisciplinary Health and Development Research Unit supported by the New Zealand Health Research Council.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

sections include: (1) "Introduction: The Clinton Presidency in Perspective" (the civil rights landscape and continuing relevance of the fight for civil rights); (2) "Background: A Decade of Turmoil and Change" (key civil rights laws, judicial decisions, and agency enforcement in the 1990s; growing racial and ethnic tensions during Clinton's administration; socioeconomic disparities in the 1990s; and demographic change in the 1990s and beyond); (3) "An Evaluation of President Clinton's Civil Rights Record, 1993-2001" (significant civil rights issues of the Clinton administration, including diversity in the federal government, environmental justice, fair housing, equal educational opportunity, equal access to health care, the impact of welfare reform on women and minorities, and voting rights); and (4) "Lessons Learned." Overall, the Clinton administration transformed federal civil rights enforcement and policy efforts in many important ways but ultimately failed to develop or execute effective policies in several key areas relating to civil rights enforcement. Three appendices present a civil rights timeline, 1990-00; executive orders relating to civil rights, 1994-00; and Clinton's recommendations for building one America. (SM)

ED 457 274

UD 034 414

Butler, Margaret; Kraus, Rebecca

Funding Federal Civil Rights Enforcement: 2000 and Beyond.

PUB DATE- 01

NOTE- 71p.; For the previous report, see ED 387 396.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Budgets; *Civil Rights Legislation; Compliance (Legal); Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Federal Legislation; *Financial Support; Housing; Law Enforcement; Tables (Data)

IDENTIFIERS- Access to Health Care; Clinton Administration; Department of Health and Human Services; Department of Housing and Urban Development; Department of Justice; Equal Employment Opportunity Commission; Office for Civil Rights; Office of Federal Contract Compliance Programs

This study assessed the federal civil rights enforcement budget since fiscal year (FY) 1994, analyzing the effects of recent civil rights legislation and executive orders on workload levels and staff demands. It describes and analyzes the budget requests of the Clinton administration from FY 1994 to FY 2001 and the funding levels appropriated by Congress in response to Clinton's requests. Results demonstrate that since the Commission's 1995 report, the nation's enforcement of civil rights laws continues to be threatened by unequal and uneven funding and staffing for federal civil rights agencies. Inadequate funding and staff levels persist in each of the agencies, even though enforcement responsibilities of the agencies have grown substantially. The six chapters present data on: (1) "Office for Civil Rights, U.S. Department of Education"; (2) "U.S. Equal Employment Opportunity Commission"; (3) "Office of Federal Contract Compliance Programs, U.S. Department of Labor"; (4) "Civil Rights Division, U.S. Department of Justice"; (5) "Office for Civil Rights, U.S. Department of Health and Human Services" and (6) "Office of Fair Housing and Equal Opportunity, U.S. Department of Housing and Urban Development." (SM)

ED 457 275

UD 034 415

presents sources of income data. (SM)

ED 457 293

UD 034 437

Rothstein, Richard; Carnoy, Martin; Benveniste, Luis
Can Public Schools Learn from Private Schools? Case Studies in
the Public & Private Nonprofit Sectors.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.; Consortium for Policy Research in
Education, Philadelphia, PA.; Aspen Inst., Washington, DC.

PUB DATE- 99

NOTE- 97p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Accountability; Case Studies;
Catholic Schools; Collegiality; Curriculum; Discipline;
Educational Quality; Elementary Secondary Education; Low
Income Groups; Parent Participation; Parent School
Relationship; Parochial Schools; Personnel Selection; Private
Schools; Public Schools; Religious Education; Teacher
Competencies; Teacher Evaluation; Teacher Persistence

IDENTIFIERS- Jewish Day Schools

This book examines case studies of eight public and eight private schools that investigated different identifiable and transferable private school practices that public schools could adopt to improve student outcomes. Data came from interviews with administrators, teachers, parents, and students from diverse schools. Chapter 1, "Accountability to Parents," discusses resistance to parents, structural limits to parent accountability, managing participation at parochial schools, lower-income parent participation, cases of formal accountability to parents, and observations about accountability to parents. Chapter 2, "Clarity of Goals and Expectations," discusses the religious character of parochial schools, broader educational goals versus testable outcomes, anchoring expectations in scripture, and clarity of goals. Chapter 3, "Behavioral and Value Objectives," discusses different approaches to discipline and the teaching of ethical and religious values in public and private schools. Chapter 4, "Clear Standards for Teacher Selection and Retention," includes faculty collegiality, hiring standards and teacher quality, formal and informal teacher evaluation, teacher retention and dismissal, and observations on selection and retention. Chapter 5, "Similarity of Curriculum Materials," discusses formal curricular similarities. Chapter 6 discusses "Competitive Improvements." Chapter 7, "Conclusions," suggests that similarities between public and private schools and the problems they face outweigh the differences. Differences are determined mainly by parent socioeconomic and cultural factors. Case study descriptions are appended. (Contains 17 references.) (SM)

ED 457 294

UD 034 438

Walner, Kevin G.

Legal Rights, Local Wrongs: When Community Control Collides with
Educational Equity. SUNY Series, Restructuring and School
Change.

SPONS. AGENCY- Ford Foundation, New York, NY.; Edna McConnell
Clark Foundation, New York, NY.

PUB DATE- 01

NOTE- 313p.; Foreword by Jeannie Oakes and Martin Lipton. Also
funded by California Policy Seminars.

they need to get answers to their questions about program evaluation. It shows how to use the information to work more effectively and efficiently and explains how to use program evaluation techniques to make sure that the approaches selected really solve the problems of interest. The introduction to this book lays a foundation, defining three categories of questions that a middle school educator would likely want answered. It also includes an explanation of the key concepts of program evaluation. Chapters 1 through 6 take the educator through the six steps of conducting an evaluation, and chapter 7 gives advice about clearly communicating the evaluation results to a variety of audiences. The remaining chapters explore in detail the three categories of questions educators want answered. The chapters are: (1) "Doing Evaluations: Step 1 Pose Questions"; (2) "Doing Evaluations: Step 2 Establish Judgment Criteria"; (3) "Doing Evaluations: Step 3 Make a Plan"; (4) "Doing Evaluations: Step 4 Gather Data"; (5) "Doing Evaluations: Step 5 Analyze the Data"; (6) "Doing Evaluations: Step 6 Interpret the Results of Your Analysis"; (7) "Sharing the Answers to Your Questions"; (8) "Taking-Stock Questions"; (9) "Effectiveness Questions"; and (10) "Solution-Seeking Questions." An epilogue summarizes some main points in conducting program evaluations, and an appendix contains notes on some terms used in the discussions. (Contains 141 figures and 18 references.) (SLD)

ED 457 235

TM 033 334

Altman, Daniel R.

Constructing Good Tests: A Summary of Basic Precepts and Principles Presented in Measurement Textbooks.

PUB DATE- 01

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Measurement Techniques; Objective Tests; *Rating Scales; Student Evaluation; *Test Construction; Textbooks
IDENTIFIERS- *Paper and Pencil Tests

Measurement is a necessary component for research in psychology and education. Researchers use various tests as tools to measure a given construct, making it necessary to have tests that assess a given construct accurately. There are specific principles necessary to follow when constructing a test. This paper discusses the principles for constructing two types of tests: paper and pencil tests and rating scales. The paper contains specific advice for constructing these types of paper and pencil tests: short-answer, true/false or alternative response, multiple-choice, and essay. The paper also contains advice about constructing numerical, graphic, and descriptive rating scales. (SLD)

ED 457 236

TM 033 335

Riccio, James A.; Bloom, Howard S.

Extending the Reach of Randomized Social Experiments: New Directions in Evaluations of American Welfare-to-Work and Employment Initiatives. MDRC Working Papers on Research Methodology.

SPONS. AGENCY- Rockefeller Foundation, New York, NY.; Pew Charitable Trusts, Philadelphia, PA.; Russell Sage Foundation,

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Antisocial Behavior; At Risk Persons; Child Rearing; *Early Parenthood; Family Influence; *Fathers; Foreign Countries; Individual Characteristics; Mental Health; Parent Child Relationship

IDENTIFIERS- New Zealand; Psychosocial Factors

This prospective, birth cohort study addressed three questions: Which individual and family-of-origin characteristics predict the age at which young men make the transition to fatherhood? Do these characteristics predict how long young men live with their children? Are individual differences in the amount of time fathers spend living with their children associated with the fathers' psychosocial characteristics in young adulthood? Individual and family-of-origin characteristics were assessed from birth until age 15, and contemporaneous characteristics were assessed at age 26. By age 26, 19 percent of the 499 study men had become fathers. Those who had experienced a stressful rearing environment and history of conduct problems were more likely to become fathers at an early age and to spend less time living with their children. Of those who experienced no risk factors, fewer than 10 percent had become fathers by age 26, versus more than 60 percent of those who experienced 5 risk factors. Fathers who lived apart from their children reported the most social and psychological difficulties in young adulthood. Findings point to individual and family-of-origin characteristics that might be targeted to delay fatherhood and increase levels of paternal involvement. (Contains 60 references.) (SM)

ED 457 256

UD 034 393

Stoll, Michael A.; Raphael, Steven; Holzer, Harry J.

Why Are Black Employers More Likely Than White Employers To Hire Blacks? Discussion Paper.

PUB DATE- 01

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Employment; Blacks; Employees; Employer Attitudes; *Employers; *Personnel Selection; *Racial Differences; Racial Factors

This study investigated why black employers tend to hire blacks at higher rates than do white employers and examined individual steps in the hiring process, the role of the hiring agent's race, and the degree to which variation in black application rates related to differences in observable characteristics, such as an establishment's physical proximity to black residential areas and access to public transit. Data came from the 1992-1994 Multi-City Employer Survey, which includes a representative sample of firms in Atlanta, Boston, Detroit, and Los Angeles. Telephone surveys of those in charge of hiring examined racial characteristics, firm characteristics, hiring and screening behavior, job skill demands and requirements, employment outcomes, and the firm's distance from various populations by race. Overall, the black application rate was much higher at firms with black than white employers. Black employers were more likely to hire blacks because they received applications from blacks and hired them out of the black applicant pool at greater rates than did white employers. Black employers also discriminated less against blacks. Firm characteristics and black customers explained important but smaller proportions of the differences between black and white employers in the hiring of blacks. (Contains 7 tables and 25

McCord, Joan, Ed.; Widom, Cathy Spatz, Ed.; Crowell, Nancy A., Ed.
Juvenile Crime, Juvenile Justice. Panel on Juvenile Crime:
Prevention, Treatment, and Control.

SPONS. AGENCY- Department of Justice, Washington, DC. Office of
Juvenile Justice and Delinquency Prevention.; John D. and
Catherine T. MacArthur Foundation, Chicago, IL.; Office of
Elementary and Secondary Education (ED), Washington, DC. Safe
and Drug Free Schools Program.; Harry Frank Guggenheim
Foundation, New York, NY.

PUB DATE- 01

NOTE- 403p.; A Report of the Committee on Law and Justice and the
Board on Children, Youth, and Families of the Commission on
Behavioral and Social Sciences and Education.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- Adolescent Development; At Risk Persons; Child
Development; *Crime Prevention; *Delinquency; Elementary
Secondary Education; Federal Legislation; Females; Hispanic
Americans; *Juvenile Justice; Racial Differences; *Racial
Discrimination; Sex Differences; Social Influences; Trend
Analysis; Urban Youth; Violence

IDENTIFIERS- African Americans; *Juvenile Crime

This book discusses patterns and trends in crimes committed by
children and adolescents, analyzing youth crime as a subset of
general crime and studying the impact of race and gender. It
evaluates different approaches to forecasting future crime
rates. Data come from a national panel that examined what is
known about juvenile crime and its prevention, treatment, and
control. Six chapters discuss: (1) "Introduction" (e.g., child
and adolescent development and international perspectives); (2)
"Patterns and Trends in Juvenile Crime and Juvenile Justice"
(e.g., crime trends and girls and delinquency); (3) "The
Development of Delinquency" (e.g., individual, social, and
community risk factors); (4) "Preventing Juvenile Crime" (e.g.,
family, school-based, peer group, and community interventions);
(5) "The Juvenile Justice System" (e.g., history of the
juvenile justice system, girls in the juvenile justice system,
and recent legislative changes); and (6) "Race, Crime, and
Juvenile Justice: The Issue of Racial Disparity" (racial
disparity and bias in the juvenile justice system). Four
appendixes present a definition of offenses used in uniform
crime reporting; "The Indeterminacy of Forecasts of Crime Rates
and Juvenile Offenses" (Kenneth C. Land and Patricia L.
McCall); workshop agendas; and biographical sketches. (Contains
approximately 800 references.) (SM)

ED 457 276

UD 034 416

Polit, Denise F.; London, Andrew S.; Martinez, John M.
The Health of Poor Urban Women: Findings from the Project on
Devolution and Urban Change.

SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Robert
Wood Johnson Foundation, Princeton, NJ.; Department of Health
and Human Services, Washington, DC.; John S. and James L.
Knight Foundation, Miami, FL.; Joyce Foundation, Chicago, IL.;
Cleveland Foundation, OH.; George Gund Foundation, Cleveland,
OH.; William Penn Foundation, Philadelphia, PA.; James G.
Irvine Foundation, San Francisco, CA.; California Wellness
Foundation.; Edna McConnell Clark Foundation, New York, NY.;
Kellogg Foundation, Battle Creek, MI.; Mott (C.S.) Foundation,
Flint, MI.; Ford Foundation, New York, NY.; Ewing Marion

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Board of Education Policy; Case Studies; *Court Litigation; Diversity (Student); Educational Change; Educational Legislation; Elementary Secondary Education; *Equal Education; *Low Income Groups; *Minority Group Children; Parent Participation; Politics of Education; School Policy; Track System (Education)

This book challenges fundamental assumptions about the opportunities for equity-minded educational reform, using data from case studies of districts nationwide and their experiences with court-ordered desegregation. The case studies show how white, upper middle class parents exercised a disproportionate amount of power in local school policy making and how that power was wielded to hinder reform opportunities intended to benefit low income students of color. It shows how many school reforms must emerge and develop within a climate of political interests and conflicting values and beliefs. The book argues for combining a nuanced awareness of local practices, sensitivity to local norms, and the firm hand of the courts, suggesting that community resistance will almost always confront bottom-up efforts at reforms like desegregation. The book includes three parts: (1) "Courtroom the Courts" (e.g., inequitable placements and the importance of judicial values); (2) "Romancing the Zone" (e.g., putting reform in context, initiating change through mandate, and equating black with bad); and (3) "Making Mandates Matter" (change and constancy, reform and opposition in perspective, and modifying the change literature as applied to equity-minded reform). Tables and data are appended. (Contains 199 references.) (SM)

ED 457 295

UD 034 439

Lips, Carrie; Jacoby, Jennifer

The Arizona Scholarship Tax Credit: Giving Parents Choices, Saving Taxpayers Money. Policy Analysis No. 414.

PUB DATE- 01

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Private Schools; *Scholarships; *School Choice; State Government; *Student Financial Aid; *Tax Credits

IDENTIFIERS- *Arizona

In 1997, Arizona policymakers created a \$500 tax credit for contributions to organizations that give students scholarships to attend private K-12 schools. This analysis considers Arizona's experience with the tax credit. Researchers surveyed and interviewed representatives of Arizona's scholarship organizations and examined information from the Arizona Departments of Revenue and Education. From 1998 through 2000, the tax credit generated more than \$32 million, which funded almost 19,000 scholarships through more than 30 scholarship organizations. Over 80 percent of scholarship recipients were selected on the basis of financial need. Researchers also estimated the impact of the credit on Arizona's budget. Although the state forgoes revenues as people exercise the credit, taxpayers save money when students who would have been educated at public expense use the scholarships at private schools. Although Arizona lost \$13.7 million in 1999, once

New York, NY.

PUB DATE- 01

NOTE- 27p.; Version of a paper prepared for a meeting of the Royal Statistical Society (London, England, July 4, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- Change; Foreign Countries; *Intervention; *Policy Formation; *Social Services; Welfare Reform

IDENTIFIERS- *Randomized Experiments; Reform Efforts; United Kingdom; United States; *Welfare to Work Programs

Random assignment experiments are widely used in the United States to test the effectiveness of new social interventions. This paper discusses several major welfare-to-work experiments, highlighting their evaluation from simple "black box" tests of single interventions to multi-group designs used to compare alternative interventions or to isolate the effects of components of an intervention. The paper also discusses new efforts to combine experimental and nonexperimental analyses in order to test underlying program theories and maximize the knowledge gained about the effectiveness of social programs. Researchers and policymakers in Britain may find this variety of approaches useful to consider as they debate an expanded role for social experiments. (Contains 46 references.) (Author/SLD)

ED 457 237

TM 033 336

Kemple, James J.; Snipes, Jason C.

A Regression-Based Strategy for Defining Subgroups in a Social Experiment. MDRC Working Papers on Research Methodology.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.

PUB DATE- 01

NOTE- 25p.; With Howard Bloom. Paper presented at the Annual Meeting of the Association of Public Policy Analysis and Management (22nd, Seattle, WA, November 2-4, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Intervention; Program Evaluation; *Regression (Statistics); Social Change

IDENTIFIERS- *Subgroups

Two prominent themes often emerge from evaluations of education and social program evaluations: (1) the interventions being studied serve diverse populations, even if they are intended to target groups with particular characteristics; and (2) the interventions' impacts vary across groups within the population being served. Thus, most evaluations of education, employment and training, welfare-to-work, and health-related interventions are not only interested in the question "What works?" but in the question "What works for whom?" This leads to an extensive investment in subgroup analysis. This paper describes a "regression-based" strategy for defining subgroups that is more systematic than traditional "accumulation" strategies. It relies on data and methods used in the Manpower Demonstration Research Corporation's Career Academies Evaluation to illustrate the use of this technique and discusses its various advantages and limitations. (SLD)

references.) (SM)

ED 457 257

UD 034 394

It All Starts at Home: Hispanic Parents Speak out on Preventing Teen Pregnancy. A Focus Group Report.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; David and Lucile Packard Foundation, Los Altos, CA.; Robert Wood Johnson Foundation, Princeton, NJ.; Target Stores/Dayton Hudson Corp.; William and Flora Hewlett Foundation, Palo Alto, CA.

PUB DATE- 01

NOTE- 30p.; Also supported by the Summit and Turner Foundations.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; *Early Parenthood; Focus Groups; *Hispanic Americans; Interpersonal Communication; Parent Attitudes; *Parent Child Relationship; Parent Influence; Parents; *Sexuality

IDENTIFIERS- *Risk Reduction

This report describes data from focus groups on teen pregnancy involving Hispanic parents of adolescents in four states. Participants wanted a good education for their children and positive, loving relationships with them. They wanted to communicate with their children and be closely involved in their lives. Most believed that to help prevent teen pregnancy, parents should talk to their children about sex, love, and values; supervise their activities; and know their friends. Most noted the importance of helping their children define future goals and providing them with direction on accomplishing those goals. Many parents were reluctant to openly discuss sex due to cultural traditions or embarrassment. Others said that talk about sex was only for those who are at least 18 years old and/or about to marry. Several felt that parents often fail to offer their children consistent messages about teen sex. The role of religion in teen pregnancy prevention was noted by many respondents. Almost all parents felt they could benefit from specific help on approaching their children on this topic. Three appendixes present an English translation of tips for Hispanic parents, screening questions used to select participants, and the focus group discussion guide. (SM)

ED 457 258

UD 034 396

Munoz, Marco A.

Supporting At-Risk Elementary Students: The Impact of the Positive Outreach Program.

PUB DATE- 01

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Attendance Patterns; Behavior Change; Behavior Problems; Discipline; Elementary Education; Elementary School Students; Emotional Problems; *High Risk Students; *Outreach Programs; Program Evaluation; Social Problems; *Student Behavior

IDENTIFIERS- Jefferson County Public Schools KY; *Risk Reduction Kentucky's Jefferson County Public Schools evaluated their Positive Outreach Program (POP), which was designed to help elementary students with emotional, behavioral, or social problems overcome their problems and succeed in school. POP focuses on creating and enhancing positive skills,

Kauffman Foundation, Kansas City, MO.; Ambrose Monell Foundation, New York, NY.; Alcoa Foundation, Pittsburgh, PA.; Grable Foundation, Pittsburgh, PA.; New York Times Co., NY.; Open Society Inst., New York, NY.

PUB DATE- 01

NOTE- 348p.; Also supported by the Anheuser-Busch, Heinz Family, and Union Carbide Foundations.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Child Health; Employment; *Females; Health Behavior; Health Insurance; *Health Needs; Housing; Mental Health; Physical Health; *Poverty; *Urban Areas; *Welfare Recipients; Welfare Services; Working Poor

IDENTIFIERS- *Access to Health Care

This report examines the prevalence and severity of health problems that hinder welfare recipients' ability to get and hold jobs, using data from interviews with women who in May 1995 received welfare and lived in four poor, urban areas. The study compared the health of women who had left welfare and were working, who combined welfare and work, who received welfare and did not work, or who neither worked nor received welfare. Interviews occurred in 1998 and 1999, before anyone had reached federal time limits. These women and their children had markedly higher rates of physical and mental health problems than did national samples. Their health problems were often multiple and severe. Over 70 percent faced at least one of eight health-related barriers to work (e.g., being morbidly obese or having a child with an illness that constrained employment), and 40 percent had two or more. Working women, especially welfare leavers, were in much better health than unemployed women, but many lacked health insurance. Women with multiple health problems were more likely than other women to have been sanctioned by welfare agencies in the previous year. Unemployed welfare leavers had the most compromised health situations. (Contains 190 references.) (SM)

ED 457 277

UD 034 417

Civil Rights Issues Facing Arab Americans in Michigan.

PUB DATE- 01

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Arabs; *Civil Rights; Due Process; Equal Opportunities (Jobs); Equal Protection; *Ethnic Bias; *Ethnic Discrimination; Ethnic Stereotypes; Immigrants; *North Americans; Religious Discrimination

IDENTIFIERS- Deportation; Federal Aviation Administration; *Michigan

This report is a summary statement of the Michigan Advisory Committee's study on civil rights issues facing Arab American communities in Michigan. It is based on information received by the Committee at a community forum held in Dearborn, Michigan, in 1999. Six sections focus on: (1) "Introduction," including Arab American demographics in Wayne County and civil rights issues affecting Arab Americans (profiling, denial of due process in deportation hearings, and discrimination); (2) "Statements of Elected Officials"; (3) "Civil Rights Issues: Policing, Employment, and Religious Discrimination"; (4) "Civil Rights Issues: Profiling"; (5) "Civil Rights Issues: Secret

savings were considered, the credit was revenue neutral. Using moderate assumptions about the growth of taxpayer participation, the study estimates that by 2015, the scholarship credit will raise \$58 million annually, fund 35,000-61,000 scholarships per year, and help send 11,000-37,000 students to their chosen schools. The cost of the credit is likely to be significantly less than savings resulting from student transfers. Five appendixes present projected savings data. (SM)

ED 457 296

UD 034 440

Sternberg, Libby

Lessons from Vermont: 132-Year-Old Voucher Program Rebutals Critics. Cato Briefing Papers No. 67.

PUB DATE- 01

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Policy; *Educational Vouchers; Elementary Secondary Education; Politics of Education; Private Schools; Public Schools; *School Choice; State Legislation; *Tuition

IDENTIFIERS- *Vermont

Since 1869, Vermont has operated a viable voucher system in 90 towns. During 1998-99, the state paid tuition for 6,505 K-12 students to attend public and private schools. As discussions about vouchers and educational reform grow, critics contend that vouchers are a new, untested concept and therefore must be implemented on an extremely limited, experimental basis. They argue that vouchers will lead to the establishment of fringe schools, skim the best and the brightest students from public schools, drain public schools of revenue, destroy a sense of community, and create transportation-related problems. Vermont's longstanding program has done none of these things. The state collects no more information on voucher students than it does on students in general. There has been no public outcry for more information to be compiled to justify the system's continuation. Overall, Vermonters assume that it is a parent's prerogative to select a child's school, and the burden of proof is on those who seek to take that choice away. Choice patterns in Vermont suggest that the voucher system expands educational opportunities by giving families access to public and private schools that would otherwise be closed to them because of residency requirements or financial barriers. (SM)

ED 457 297

UD 034 441

Heller, Frank

Lessons from Maine: Education Vouchers for Students since 1873. Cato Briefing Papers No. 66.

PUB DATE- 01

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Educational Policy; *Educational Vouchers; Elementary Secondary Education; Expenditure per Student; Politics of Education; Private Schools; Public Schools; *School Choice; State Government; State Legislation; *Tuition

ED 457 238

TN 033 337

Ruohotie, Pekka; Nokelainen, Petri; Tirri, Henry; Silander, Tomi
New Perspectives to Study of Student Motivation and Self-
Regulated Learning with Bayesian Network Modeling.

PUB DATE- 00

NOTE- 23p.; Paper presented at the Annual European Conference on
Educational Research (Edinburgh, Scotland, United Kingdom,
September 20-23, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bayesian Statistics; Data Collection; Foreign
Countries; *Multivariate Analysis; Secondary Education;
*Secondary School Students; *Selection; *Student Motivation

IDENTIFIERS- Finland; *Self Regulated Learning; *Variables

This study examined the data selection process preceding
multivariate analysis for a data set measuring student
motivation and self-regulated learning. Data were 138 responses
to a questionnaire on motivation and self-regulated learning,
adapted for Finnish students. The first goal was to compare the
results gained with "gentle" and "Draconian" variable
selection. The second goal was to compare traditional linear
analysis and Bayesian path analysis. A mechanical comparison of
both solutions was carried out with a Bayesian Belief Network
evaluator. The main purpose of the comparison is to show that
the educational researcher should consider analyzing discrete
qualitative (nominal, ordinal scale) variables with nonlinear
Bayesian methods instead of linear methods that usually require
quantitative (interval, ratio scale) variables. A later stage
of the project will attempt to produce sensible path models in
confirmation of the theory using structural equation model
programs. (Contains 6 figures, 9 tables, and 84 references.)
(SLD)

ED 457 239

TN 033 338

Scott, Cathie; Plumb, Carolyn

A Case Study of the Writing Experience of an Engineering Student
as Part of a Portfolio-Based Writing Program Evaluation.

PUB DATE- 01

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *College Students; *Engineering
Education; Higher Education; Portfolio Assessment; *Portfolios
(Background Materials); Program Evaluation; *Writing
(Composition); Writing Instruction

IDENTIFIERS- University of Washington

The College of Engineering at the University of Washington
conducted a portfolio evaluation project to better understand
the nature and effects of its writing project. The project was
implemented to address two needs: (1) the need expressed inside
and outside the college for graduates with better communication
skills; and (2) the need to demonstrate that the college has a
process in place that meets new accreditation criteria for
communication programs in engineering schools. From spring 1997
through spring 2000, researchers compiled portfolios for 11
students representing selected departments in the college. The
portfolios contained papers written for courses, reflection
papers written for the project, and interview notes, surveys,
process logs, and other evidence of student writing

relationships, and environmental contexts. It includes school, home, and community-based interventions, services, and supports. Most participating students, who were referred by their principals, were male, black, and poor. The evaluation examined student characteristics, differences in students' non-academic measures, and changes in students' behavior following participation in POP. Data on attendance and discipline and teacher reports were collected at the beginning, during, and end of the program. Over 180 students were referred to POP. The program helped elementary schools help their students overcome behavioral, emotional, and social problems in order to succeed. Participating students' attendance rates increased, and teacher-based behavior ratings decreased positively and significantly. Four appendixes include the teacher-based behavior rating checklist, permission form, student information form, and student success plan. (Contains 13 references.) (SM)

ED 457 259

UD 034 397

Munoz, Marco A.

Whatever It Takes: The Impact of a Truancy Program on Attendance.

PUB DATE- 01

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Attendance Patterns; Elementary Education; Elementary School Students; High Risk Students; Parent Attitudes; Poverty; Teacher Attitudes; *Truancy

IDENTIFIERS- Risk Reduction

The Truancy Court Diversion Project was developed in one Kentucky county to address the need for alternative methods of handling student truancy among high-risk children. This judicially driven, school- and home-based project serves schools that have not met targeted district attendance goals. Students are targeted for participation if they have 15-25 absences and their parents are willing to discuss family issues in an open forum. Some of the program's activities include parenting classes, Saturday school, behavior contracts, drug screening, tutoring, psychological assessments, anger management, referrals to other programs and services, programs on substance abuse and domestic violence, and violence-abatement classes. A judge provides personal, caring, and supportive interaction with the families. Study participants were 45 out of 111 elementary students (predominantly white, female, and poor). At baseline, during, and after the program, data were collected on individual student characteristics and attendance. Parents completed surveys on their satisfaction with the program, and teachers completed surveys on program issues. Results indicated that the program was being implemented as designed, major stakeholders were satisfied with the program, and positive changes were occurring based on numbers of student absences. (Contains 16 references.) (SM)

ED 457 260

UD 034 399

Haycock, Kati

Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap.

SPONS. AGENCY- National Science Foundation, Washington, DC. Div. of Undergraduate Education.; State Higher Education Executive Officers Association.

PUB DATE- 98

NOTE- 18p.; Theme issue. Also supported by the National

Evidence in Deportation Actions"; and (6) "Committee Observations." The Committee observed that the Federal Aviation Administration has discriminatory profiling procedures, the secrecy surrounding the profiling criteria used by the Computer Assisted Passenger Screening System is a serious problem, the use in court of secret evidence against immigrants is unconstitutional, and the federal government needs to cease its targeting of Arabs and Muslims as suspect communities. Appended is a report by the Department of Justice to the Department of Transportation on the Department's Civil Rights review of the Federal Aviation Administration's proposed automated passenger screening system. (SM)

ED 457 278

UD 034 418

Serpa, Fernando A.

Limited-English-Proficient Students in Maine: An Assessment of Equal Educational Opportunities.

PUB DATE- 01

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- Bilingual Education; Bilingual Students; Diversity (Student); Educational Finance; Educational Legislation; Elementary Secondary Education; *English (Second Language); *Equal Education; Language Minorities; Language Teachers; *Limited English Speaking; Minority Group Children; Public Schools

IDENTIFIERS- *Maine

This study evaluated equal educational opportunities available to Maine's language minority students, using information from four 1997 fact-finding meetings that included representatives from the U.S. Department of Education's Office of Civil Rights, local school superintendents, English as a Second Language (ESL) teachers and professionals, community advocates, and limited English proficient (LEP) students and their parents. Overall, Maine's school districts were required to use local funds to provide ESL instruction. They did not receive any appropriations from the state budget for ESL, nor were they reimbursed by the state for expenses incurred in providing resources to LEP students. Qualified ESL teachers were in short supply, and the state's stringent and inflexible requirements discouraged many otherwise qualified teachers from obtaining ESL certification. The state department did not routinely monitor school districts' Lau plan (educational programs for limited English proficient students) compliance or sanction those not in compliance. Many schools and communities did not meet LEP students' cultural needs, and some schools worked to minimize or eliminate LEP students' cultures and languages. The Maine legislature was uninformed, and in some cases hostile, to the concerns of LEP students and had not enacted several bills designed to benefit LEP students. Recommendations for action are presented. (SM)

ED 457 279

UD 034 419

Pilla, Thomas V.

Reconciliation at a Crossroads: The Implications of the Apology Resolution and "Rice v. Cayetano" for Federal and State Programs Benefiting Native Hawaiians. Summary Report of the August 1998 and September 2000 Community Forums in Honolulu, Hawai'i.

IDENTIFIERS- *Maine

Since 1873, Maine has financed the private school education of thousands of K-12 students. This lets parents in towns without traditional public schools choose from a list of approved private and public schools, enroll their children, and have the town pay the tuition up to an authorized amount. The town receives full or partial reimbursement from the state. In fall 1999, 5,614 students from 55 communities attended a variety of private schools through this program, while 30,412 attended public schools. Data from the Maine Department of Education suggest that the tuition program costs roughly \$6,000 per student (20 percent less than Maine's average per pupil expenditure for public education). Families weigh such factors as goals and aspirations for their children and special programs when choosing schools. Anecdotal evidence suggests that public schools in choice areas respond to the competition by attempting to improve school services. Repeatedly, citizens vote to keep this system, which has been described as "the most valued attribute" of living in Maine. However, this feature of the educational system is limited to students who live in the "right" towns. This paper recommends that policymakers seek to facilitate greater educational opportunities for all students. (SM)

ED 457 298

UD 034 445

Head, Lawrence M.

Governmental Quality and Welfare Reform. Discussion Paper. SPONS. AGENCY- Lynde and Harry Bradley Foundation, Milwaukee, WI.; Annie E. Casey Foundation, Baltimore, MD.; John M. Olin Foundation, Inc., Alton, IL.

PUB DATE- 01

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Child Support; Employment; *Government Role; Law Enforcement; Political Influences; State Government; State Legislation; *Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; Quality Indicators; Quality of Effort; *State Policy; Temporary Assistance for Needy Families; *Welfare Reform

In the last decade, caseloads in Aid to Families with Dependent Children and Temporary Assistance for Needy Families have shifted dramatically up, then down. Existing studies do not explain the changes well or reveal policies behind the fluctuations or the important role of government quality in shaping welfare reform. This study uses cross-sectional models based on states, measuring welfare reform policies directly using program data, and relating these policies to background features of states' politics and government. The study measures work and child support enforcement pressures directly using program data, combining these variables with other policy terms and measures of the demographics of the caseloads and the labor market to construct accounts of caseload change. It also seeks to relate caseload change and its policy causes to background variables expressing governmental quality. Results show that grant levels, work and child support requirements, and sanctions are important reasons for caseload change, together with some demographic factors and unemployment. These policies are, in turn, tied to states' political opinion, political culture, and institutional capacity. (Contains 42 references.) (SM)

Abbott, Gypsy

Efficacy, Outcomes, and Empowerment Evaluation of a School
District NET Project, Part III: Theoretical Model.
21p. 1mf. L2 ED 457 219

Abbott, Martin L.

The Relationships between the Iowa Test of Basic Skills and the
Washington Assessment of Student Learning in the State of
Washington. Technical Report.
28p. 1mf. L1 ED 457 210

Abernathy-Tabor, Michelle

The Hare and the Water: A Tanzanian Folktale. Water in Africa.
15p. 1mf. L1 ED 457 079

A Sense of Water. Water in Africa.
22p. 1mf. L1 ED 457 077

Achilles, C. M.

Serendipitous Policy Implications from Class-Size-Initiated
Inquiry: IAQ?
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Acosta-Alzuru, Carolina

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Adkins, Myrna Ann

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Boyd, Gayle M., Ed.

Rural Substance Abuse: State of Knowledge and Issues. NIDA
Research Monograph 168.
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Composition Students in a Portfolio Assessment Setting.
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Bragaw, Don, Ed.

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Brainard, Sherri, Ed.

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Lesson Plans. Trust for Representative Democracy.
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Brennan, Ros

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Mentoring. Second Edition.
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Daugherty, Jane

Rate Setting Policies: Ensuring Access and Improving Quality.
Issues Meeting Proceedings (Washington, D.C., November 28-29,
2000).
157p. 2mf. L1 ED 456 920

Dauncey, Guy

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271p. 0mf. L3 ED 457 004

Davey, Tim

Using Out-of-Scale Information To Increase the Precision of Test
Scores.
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Davidson, Julia

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Initiative. Interim Report. SCORE Research Report Series.
89p. 1mf. L2 ED 457 156

Davies, Timothy Gray

The Reality of Perceptions: The Future Earning Power of
Community College Students.
24p. 1mf. L1 ED 456 881

Davis, Elizabeth I.

Fiscal 2000 Tax Revenue Growth: Strongest of the Last Decade.
State Fiscal Brief No. 61.
9p. 1mf. L2 ED 456 499

Davis, Jerry S.

Assessing the Feasibility of Family Loans for Early Care and
Education. Technical Report.
30p. 1mf. L1 ED 456 899

Davis, Lester

The River of Learning in the Workplace.
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Constructing Good Tests: A Summary of Basic Precepts and Principles Presented in Measurement Textbooks.	21p.	L2	ED 457 235
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Destinations of School Leavers Who Participated in Structured Workplace Learning Programs.	14p.	L1	ED 456 296
Development and Validation of a Computer Interactive Test Battery.			

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28p. L1 ED 456 619

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22p. L1 ED 457 122

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16p. L1 ED 456 280

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9p. L1 ED 456 261

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11p. L1 ED 456 306

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10p. L1 ED 456 433

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12p. L1 ED 456 257

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34p. L1 ED 457 181

(160) Tests/Questionnaires

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22p. L1 ED 456 720

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46p. L2 ED 457 104

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28p. L1 ED 456 687

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76p. L1 ED 456 507

Bowman Elementary: A Case Study of the Quest Network.
70p. L1 ED 456 506

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54p. L1 ED 456 524

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220p. L1 ED 457 232

Comparing Online and Face-to-Face Instruction at a Large Virtual University: Data and Issues in the Measurement of Quality. AIR

AA - ERIC Processing and Reference Facility

AA001337 ED456209

CE - Adult, Career, and Vocational Education

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SP - Teaching and Teaching Education

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TM - Assessment and Evaluation

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EC308584	ED456599
EC308585	ED456600
EC308586	ED456601
EC308587	ED456602
EC308588	ED456603
EC308589	ED456604
EC308590	ED456605
EC308591	ED456606
EC308592	ED456607
EC308593	ED456608
EC308594	ED456609
EC308595	ED456610
EC308596	ED456611
EC308598	ED456612
EC308599	ED456613
EC308600	ED456614
EC308601	ED456615
EC308602	ED456616
EC308603	ED456617
EC308604	ED456618
EC308605	ED456619
EC308607	ED456620
EC308608	ED456621

EF - Erie Facility

EF005406	ED456622
EF005452	ED456623
EF005792	ED456624
EF005861	ED456625
EF005878	ED456626
EF005880	ED456627
EF005921	ED456628
EF005922	ED456629
EF005925	ED456630
EF005936	ED456631
EF005981	ED456632
EF005982	ED456633
EF005984	ED456634

EF005986	ED456635//
EF006000	ED456636

FL - Language and Linguistics

FL026828	ED456637
FL026848	ED456638//
FL026849	ED456639
FL026851	ED456640
FL026853	ED456641
FL026854	ED456642
FL026855	ED456643
FL026865	ED456644
FL026866	ED456645
FL026871	ED456646
FL026872	ED456647
FL026873	ED456648
FL026874	ED456649
FL026875	ED456650
FL026876	ED456651
FL026877	ED456652
FL026878	ED456653
FL026879	ED456654
FL026880	ED456655
FL026881	ED456656//
FL026882	ED456657//
FL026883	ED456658//
FL026884	ED456659//
FL026885	ED456660//
FL026887	ED456661
FL026888	ED456662
FL026889	ED456663
FL026890	ED456664
FL026891	ED456665
FL026893	ED456666
FL026894	ED456667
FL026895	ED456668//
FL026899	ED456669
FL026921	ED456670
FL026922	ED456671
FL026923	ED456672
FL026924	ED456673
FL026950	ED456674
FL801451	ED456675
FL801452	ED456676
FL801453	ED456677
FL801454	ED456678

HE - Higher Education

HE034230	ED456679
HE034231	ED456680
HE034232	ED456681
HE034233	ED456682
HE034234	ED456683
HE034236	ED456684//
HE034237	ED456685
HE034238	ED456686
HE034239	ED456687
HE034240	ED456688
HE034241	ED456689
HE034243	ED456690
HE034247	ED456691//
HE034248	ED456692//

HE034249	ED456693
HE034250	ED456694
HE034251	ED456695
HE034252	ED456696
HE034253	ED456697
HE034254	ED456698
HE034255	ED456699
HE034257	ED456700
HE034258	ED456701
HE034259	ED456702
HE034260	ED456703
HE034261	ED456704//
HE034262	ED456705//
HE034263	ED456706//
HE034264	ED456707//
HE034265	ED456708//
HE034266	ED456709//
HE034267	ED456710//
HE034268	ED456711//
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HE034270	ED456713
HE034271	ED456714
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HE034276	ED456719
HE034280	ED456720
HE034281	ED456721
HE034282	ED456722
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HE034294	ED456734
HE034295	ED456735
HE034296	ED456736
HE034297	ED456737
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HE034301	ED456741
HE034302	ED456742
HE034303	ED456743
HE034304	ED456744
HE034305	ED456745
HE034306	ED456746
HE034307	ED456747
HE034308	ED456748
HE034309	ED456749
HE034310	ED456750
HE034311	ED456751
HE034312	ED456752
HE034313	ED456753
HE034314	ED456754
HE034315	ED456755
HE034316	ED456756

HE034317	ED456757
HE034318	ED456758
HE034319	ED456759
HE034320	ED456760
HE034321	ED456761
HE034322	ED456762
HE034323	ED456763
HE034324	ED456764
HE034325	ED456765
HE034326	ED456766
HE034327	ED456767
HE034328	ED456768
HE034329	ED456769
HE034330	ED456770
HE034331	ED456771
HE034332	ED456772
HE034333	ED456773
HE034334	ED456774
HE034335	ED456775
HE034336	ED456776
HE034337	ED456777//
HE034338	ED456778//
HE034339	ED456779//
HE034340	ED456780
HE034341	ED456781
HE034342	ED456782
HE034343	ED456783
HE034344	ED456784
HE034345	ED456785
HE034346	ED456786
HE034347	ED456787
HE034348	ED456788
HE034349	ED456789
HE034350	ED456790
HE034351	ED456791
HE034493	ED456792
HE034494	ED456793
HE034495	ED456794
HE034496	ED456795
HE034497	ED456796

IR - Information and Technology

IR020546	ED456797
IR020784	ED456798
IR020830	ED456799//
IR020832	ED456800
IR020833	ED456801
IR020834	ED456802
IR020835	ED456803
IR020836	ED456804
IR020839	ED456805//
IR020840	ED456806
IR020842	ED456807
IR020843	ED456808
IR020844	ED456809
IR020845	ED456810
IR020846	ED456811//
IR020847	ED456812
IR020848	ED456813
IR020849	ED456814
IR020850	ED456815
IR020868	ED456816
IR020872	ED456817//

IR020873	ED456818
IR020874	ED456819//
IR020875	ED456820
IR020877	ED456821
IR020878	ED456822
IR020879	ED456823
IR020880	ED456824
IR020881	ED456825
IR020883	ED456826
IR020884	ED456827
IR020885	ED456828
IR020886	ED456829
IR020887	ED456830
IR020888	ED456831
IR020889	ED456832
IR020979	ED456833
IR020981	ED456834
IR020982	ED456835
IR020987	ED456836
IR020988	ED456837
IR020990	ED456838
IR020993	ED456839
IR020999	ED456840
IR021043	ED456841
IR058190	ED456842
IR058191	ED456843
IR058192	ED456844
IR058193	ED456845
IR058194	ED456846
IR058195	ED456847
IR058196	ED456848
IR058198	ED456849
IR058301	ED456850
IR058303	ED456851
IR058305	ED456852
IR058306	ED456853
IR058307	ED456854
IR058308	ED456855
IR058309	ED456856
IR058310	ED456857
IR058311	ED456858
IR058312	ED456859
IR058313	ED456860
IR058323	ED456861
IR058324	ED456862
IR058325	ED456863
IR058326	ED456864
IR058404	ED456865

JC - Community Colleges

JC010560	ED456866
JC010588	ED456867
JC010591	ED456868
JC010595	ED456869
JC010596	ED456870
JC010598	ED456871
JC010599	ED456872
JC010600	ED456873
JC010601	ED456874
JC010602	ED456875
JC010603	ED456876
JC010604	ED456877
JC010606	ED456878

JC010607	ED456879
JC010608	ED456880
JC010609	ED456881
JC010612	ED456882
JC010614	ED456883
JC010615	ED456884
JC010616	ED456885
JC010617	ED456886
JC010618	ED456887//
JC010664	ED456888
JC010665	ED456889

PS - Elementary and Early Childhood Education

PS028204	ED456890
PS028287	ED456891
PS028457	ED456892//
PS029054	ED456893//
PS029072	ED456894//
PS029135	ED456895
PS029630	ED456896
PS029713	ED456897
PS029719	ED456898
PS029720	ED456899
PS029721	ED456900
PS029722	ED456901
PS029733	ED456902
PS029738	ED456903
PS029744	ED456904//
PS029745	ED456905//
PS029748	ED456906
PS029749	ED456907
PS029750	ED456908
PS029752	ED456909
PS029753	ED456910//
PS029754	ED456911//
PS029755	ED456912
PS029756	ED456913
PS029757	ED456914
PS029758	ED456915
PS029759	ED456916
PS029760	ED456917
PS029761	ED456918
PS029762	ED456919
PS029763	ED456920
PS029764	ED456921
PS029765	ED456922
PS029766	ED456923
PS029767	ED456924
PS029768	ED456925
PS029769	ED456926
PS029779	ED456927
PS029781	ED456928
PS029782	ED456929
PS029783	ED456930//
PS029784	ED456931//
PS029785	ED456932
PS029786	ED456933
PS029788	ED456934
PS029789	ED456935//
PS029793	ED456936
PS029795	ED456937
PS029796	ED456938
PS029797	ED456939//

PS029798	ED456940//
PS029805	ED456941//
PS029806	ED456942//
PS029817	ED456943
PS029822	ED456944

RC - Rural Education and Small Schools

RC022908	ED456945
RC023092	ED456946
RC023093	ED456947
RC023100	ED456948
RC023123	ED456949
RC023127	ED456950
RC023135	ED456951
RC023136	ED456952
RC023137	ED456953
RC023141	ED456954
RC023142	ED456955
RC023143	ED456956
RC023144	ED456957
RC023146	ED456958
RC023147	ED456959
RC023148	ED456960
RC023149	ED456961
RC023152	ED456962
RC023153	ED456963
RC023154	ED456964
RC023155	ED456965
RC023156	ED456966
RC023159	ED456967
RC023160	ED456968
RC023162	ED456969
RC023163	ED456970//
RC023164	ED456971//
RC023165	ED456972//
RC023170	ED456973//
RC023171	ED456974
RC023172	ED456975
RC023173	ED456976
RC023175	ED456977
RC023178	ED456978//
RC023179	ED456979
RC023180	ED456980
RC023181	ED456981
RC023182	ED456982
RC023183	ED456983
RC023184	ED456984
RC023185	ED456985
RC023186	ED456986
RC023187	ED456987
RC023188	ED456988
RC023189	ED456989
RC023190	ED456990
RC023191	ED456991
RC023193	ED456992

SE - Science, Mathematics, and Environmental Education

SE063999	ED456993
SE064379	ED456994
SE064606	ED456995
SE064950	ED456996
SE064965	ED456997
SE064974	ED456998